Center for Educational Performance and Information

# *Michigan Student Database System*
# *(MSDS)*

# Collection Details Manual

# 2010-2011 School Year

Questions or comments about this document should be directed to:
E-mail: CEPI@michigan.gov
Contact: 517-335-0505

# Table of Contents

**Introduction** ..... **12**
Background ..... 13
Uses of MSDS Data ..... 14
Getting Started ..... 14
The Educational Entity Master (EEM) ..... 14
Browser and Other Technical Requirements ..... 15
Obtaining Access to the MSDS ..... 15
Subscribing With an SSO Account ..... 15
Submitting a Security Agreement Form ..... 15
Changing an SSO Password ..... 16
Accessing the Educational Entity Master (EEM) ..... 16
Getting Assistance with Data Submissions ..... 17
***C³: Characteristics, Components, Collections*** ..... **18**
Certification: The Fourth C ..... 19
FTE Conflict Resolution ..... 20
Decertification ..... 21
System Expectations: Required, Conditional and Optional ..... 22
Required ..... 22
Conditional ..... 24
Optional ..... 26
How to Enter Data ..... 27
How to Get Help ..... 27
**2010-2011 School Year Collection Matrix** ..... **28**
**2010-2011 School Year Collection Timelines** ..... **30**
**Overview of MSDS Collections** ..... **33**
Request for UIC Collection ..... 34
Components ..... 34
Whom Do We Report? ..... 34
When Do We Report? ..... 35
Early Roster Collection ..... 36
Components ..... 36

Whom Do We Report? ..... 36
When Do We Report? ..... 37
General Collections ..... 38
*2010 Fall General Collection* ..... 38
Components ..... 38
Whom Do We Report? ..... 39
When Do We Report? ..... 40
*2011 Spring General Collection* ..... 41
Components ..... 41
Whom Do We Report? ..... 42
When Do We Report? ..... 43
*2011 End-of-Year (EOY) General Collection* ..... 44
Components ..... 44
Whom Do We Report? ..... 44
When Do We Report? ..... 45
NEW 2011 Special Education Child Count Collection ..... 47
Components ..... 47
Whom Do We Report? ..... 48
Special Education Component ..... 48
Submitting Optional Components ..... 48
The ISD Special Education/3WiN Certifier Responsibilities ..... 48
The District User's Responsibilities ..... 49
When Do We Report? ..... 49
Student Record Maintenance Collection ..... 50
Components ..... 50
Whom Do We Report? ..... 51
End-of-Summer Snapshot ..... 51
Request Primary Education Providing Entity (PEPE) Changes ..... 51
Submit Enrollment Records Between General Collections ..... 51
Submit Exit Records ..... 51
Update Student Demographics/Program Data ..... 52
To Correct Previously Certified Data ..... 52
When Do We Report? ..... 52
Supplemental Nutrition Eligibility Collection ..... 53

Components ..... 53
Whom Do We Report? ..... 53
When Do We Report? ..... 54
Early Childhood Collection ..... 55
Components ..... 55
Whom Do We Report? ..... 55
When Do We Report? ..... 56
December 8, 2010: (November 17 snapshot) ..... 56
February 23, 2011: (February 9 snapshot) ..... 56
July 13, 2011: (June 30 snapshot) ..... 56
August 31, 2011: (August 24 snapshot) ..... 56
**Component and Characteristic Details ..... 58**
Adult Education Component ..... 59
Characteristic Table ..... 59
Component Validation Rules ..... 59
Characteristic Details ..... 62
Adult Ed Funding ..... 63
Adult Ed Count Period ..... 65
Adult FTE ..... 67
Adult FTE Program Code ..... 69
Diploma Status ..... 73
Advanced Accelerated Component ..... 75
Characteristic Table ..... 75
Component Validation Rules ..... 75
Characteristic Details ..... 78
Program Model ..... 79
Special Program Options ..... 82
Attendance Component ..... 85
Characteristic Table ..... 85
Component Validation Rules ..... 85
Characteristic Details ..... 89
Days Attended ..... 90
Total Possible Attendance ..... 92
Disciplinary Consequence Component ..... 94

Characteristic Table ..... 94
Component Validation Rules ..... 94
Characteristic Details ..... 99
Incident ID ..... 100
Disciplinary Action ..... 102
Start of Action ..... 105
Length of Action ..... 107
Follow Up ..... 109
Disciplinary Incident Component ..... 112
Characteristic Table ..... 112
Component Validation Rules ..... 113
Characteristic Details ..... 115
Incident ID ..... 116
Date of Incident ..... 118
Incident Type ..... 120
Location of Incident ..... 125
Time of Incident ..... 127
Estimated Cost of Property Damage ..... 129
Primary Victim of Incident ..... 131
Early Childhood Programs Component ..... 133
Characteristic Table ..... 133
Component Validation Rules ..... 134
Characteristic Details ..... 138
School Facility Number ..... 139
Early Childhood Program ..... 141
Early Childhood Program Start Date ..... 144
Early Childhood Program End Date ..... 146
Early Childhood Program Exit Reason ..... 148
Early Childhood Delivery Method ..... 150
Early Childhood Delivery Schedule ..... 152
NEW Early Childhood Special Education Assessment Component ..... 155
Characteristic Table ..... 155
Component Validation Rules ..... 156
Characteristic Details ..... 157

NEW Assessment Tool ..... 158
NEW Other Tool Comments ..... 162
NEW Entry Assessment Date ..... 163
NEW Exit Assessment Date ..... 165
NEW Outcome 1A ..... 167
NEW Outcome 1B ..... 169
NEW Outcome 2A ..... 171
NEW Outcome 2B ..... 173
NEW Outcome 3B ..... 177
Entity Demographics Component ..... 179
Characteristic Table ..... 179
Component Validation Rules ..... 180
Characteristic Details ..... 181
Operating ISD/ESA Number ..... 182
Operating District Number ..... 184
School Facility Number ..... 186
Local Student Identification Number ..... 188
Student Grade or Setting ..... 189
Enrollment Date ..... 193
Enrollment Type ..... 195
District Exit Status ..... 196
District Exit Date ..... 203
Exit Type ..... 205
Date of Count ..... 206
Student Residency ..... 208
Ten/30-Day Rule ..... 213
Fiscal Entity Component ..... 215
Characteristic Table ..... 215
Component Validation Rules ..... 215
Characteristic Details ..... 216
Fiscal Entity Type Code ..... 217
Fiscal Entity Code ..... 219
NEW General Education FTE ..... 221
Component Validation Rules ..... 221

Characteristic Details ..... 223
General Education FTE ..... 224
Homeless Demographics Component ..... 227
Characteristic Table ..... 227
Component Validation Rules ..... 227
Characteristic Details ..... 229
Primary Nighttime Residence ..... 230
Unaccompanied Youth Status ..... 232
Initial IEP Component ..... 233
Characteristic Table ..... 233
Component Validation Rules ..... 234
Characteristic Details ..... 237
Date of Parental Consent ..... 238
Timeliness of Initial IEP ..... 240
Result of Initial IEP ..... 243
Days Beyond Timeline ..... 245
Limited English Proficiency (LEP) Component ..... 247
Characteristic Table ..... 247
Component Validation Rules ..... 248
Definition of Limited English Proficient ..... 250
Characteristic Details ..... 251
LEP Funding Participation ..... 252
LEP Instructional Program ..... 254
Home Language ..... 257
LEP Exit Reason ..... 259
LEP Exit Date ..... 261
LEP Re-Entry Date ..... 263
Migrant Component ..... 265
Characteristic Table ..... 265
Component Validation Rules ..... 266
Characteristic Details ..... 268
Migrant Qualifying Move Date ..... 269
Migrant Funding Source ..... 271
Migrant Term ..... 272

Migrant Instructional Services ..... 273
Migrant Support Services ..... 275
Migrant Curriculum Courses Component ..... 277
Characteristic Table ..... 277
Component Validation Rules ..... 278
Characteristic Details ..... 280
Subject Area Code ..... 281
Course Identifier Code ..... 284
Local Course ID ..... 286
Local Course Title ..... 287
Course Type ..... 288
Academic Year ..... 290
Course Section ..... 292
Term Type ..... 293
Clock Hours ..... 295
Grade to Date ..... 297
Credits Granted ..... 299
Final Grade ..... 301
NEW Completion Status ..... 303
Personal Core Component ..... 304
Characteristic Table ..... 304
Component Validation Rules ..... 305
Characteristic Details ..... 307
Unique Identification Number ..... 308
Last Name ..... 310
First Name ..... 311
Middle Name ..... 312
Last Name Suffix ..... 313
Date of Birth ..... 314
Multiple Birth Order ..... 316
Gender ..... 318
Personal Curriculum Component ..... 319
Characteristic Table ..... 319
Characteristic Details ..... 321

Personal Curriculum Credit Modification ..... 322
Personal Curriculum Type ..... 325
Personal Demographics Component ..... 327
Characteristic Table ..... 327
Component Validation Rules ..... 328
Characteristic Details ..... 330
Resident LEA Number ..... 331
Student Resident County ..... 333
Country of Birth ..... 335
Year of Entry ..... 337
Street Address ..... 339
Street Address 2 ..... 340
City ..... 341
State ..... 343
ZIP Code ..... 345
Ethnicity ..... 346
NEW Phone Number ..... 348
Program Participation Component ..... 349
Characteristic Table ..... 349
Component Validation Rules ..... 349
Characteristic Details ..... 353
Program Eligibility Participation ..... 354
~~Request to Change PEPE Component~~ ..... 359
Supplemental Nutrition Eligibility (SNE) Component ..... 360
Characteristic Table ..... 360
Component Validation Rules ..... 360
Characteristic Details ..... 363
Supplemental Nutrition Eligibility ..... 364
Special Education Component ..... 367
Characteristic Table ..... 367
Component Validation Rules ..... 368
Characteristic Details ..... 376
Primary Disability ..... 377
Secondary Disability ..... 379

IEP Date ..... 381
Support Services ..... 384
Program Service Code ..... 388
Primary Educational Setting ..... 391
Special Education Exit Reason ..... 399
Special Education Exit Date ..... 401
Placed by Another District IEP ..... 403
Section 52 FTE (Special Education) ..... 406
Section 53 FTE (Special Education) ..... 409
Student Record Maintenance (SRM) Component ..... 412
Characteristic Table ..... 412
Component Validation Rules ..... 412
Characteristic Details ..... 414
As of Date ..... 415
Submitting Entity Component ..... 417
Characteristic Table ..... 417
Component Validation Rules ..... 417
Characteristic Details ..... 419
Submitting Entity Type Code ..... 420
Submitting Entity Code ..... 422
Title I TAS Component ..... 424
Characteristic Table ..... 424
Component Validation Rules ..... 425
Characteristic Details ..... 426
TAS Instructional Services ..... 427
TAS Support Services ..... 429
**Appendix ..... 431**
Appendix A: U.S. Postal Service Abbreviations ..... 432
Appendix B: Michigan County Codes ..... 436
NEW Appendix C: Michigan OSEP Summary Data Collection Form For 3 – 5 Year Olds ..... 437
**Definitions ..... 439**
**NEW Table of Characteristics ..... 453**
**Version History ..... 456**
Key ..... 456

Changes from 2009-2010 school year ..... 456
2010-2011 Version History ..... 464

# Introduction

The Center for Educational Performance and Information developed the Michigan Student Data System (MSDS) to keep up with the changing demand and uses for student data. District authorized users will utilize the MSDS for the collection of student-level data for state and federal reporting, as well as for allocations. MSDS interacts with other State of Michigan data applications, improving tracking, consistency and accountability, as well as reducing data duplication.

The MSDS is extremely flexible, offering users the opportunity to develop data reporting procedures that work for their individual situations. With that flexibility comes a much larger set of reports and data quality tools. The MSDS incorporates functions previously provided by the Single Record Student Database (SRSD) Error Check application and Administrative Data Reports (ADR). As the MSDS is a Web-based application, there is no need to download and store a separate Error Check application to your local computer. The MSDS will continue to grow and improve as we receive feedback from users and identify new ways to enhance the system.

One of the driving forces behind the MSDS is the need to collect more detailed and complex student data that the file structure of SRSD did not allow. By moving to an XML file structure, the MSDS is able to collect multi-valued data for students. For example, the record for an adult education student participating in two programs can now contain two unique Adult Education components; one for each program. We have also standardized codes to allow better connectivity to other state and federal systems.

We have designed this document as a guide to the MSDS collections expected for the 2010-2011 school year. It is separated into sections which cover general MSDS information, specific collections, component and characteristic descriptions and appendix documents. CEPI will not create separate manuals for each individual collection as was done for SRSD. We will release new versions or addendums to this document with any necessary updates. The **Version History** section will list all revisions or addendums we publish during the current school year. Within this text we will identify changes using the following methods:

| Type of Change | Method | Definition |
|---|---|---|
| Clarification | Highlighted text | Re-wording or addition of text to improve understanding; this type of edit does not change the meaning or definition. |
| Removal | ~~Strike through~~ | Deletion of part or all of text to indicate a change in the meaning or definition. |
| Addition | Underlined, red text | Addition of text to indicate a change in the meaning or definition or new requirements to existing collections, components or characteristics. |
| New | **"NEW"** in red text at the beginning of the section | Addition of a new characteristic, component or collection. |

We recommend that district users regularly refer to the CEPI Web site and updated postings of this document for the most up-to-date information about specific collection and data requirements. We also recommend that users watch the "What's New" section on the MSDS home page and that they subscribe to the appropriate listserv to receive notifications from CEPI. You will find information about available listserv services and instructions for subscribing on the CEPI Applications page of the CEPI Web site.

Training materials are available on the MSDS page of the CEPI Web site (www.mi.gov/cepi). From the left navigation bar, click on "CEPI Applications," and then click on "Michigan Student Data System." Look in the sections titled "Training Tools" and "Resources." Information about system security and recent communications, along with links to individual data collections, are also located on this page.

# Background

The MSDS is one of several data collection systems managed by CEPI. CEPI is an office located within the Michigan Department of Management and Budget, Office of the State Budget and is responsible for the collection and reporting of data about Michigan's pre-kindergarten through 12th-grade (PK-12) public schools and students.

Michigan's public schools (PK-12) are required by state and federal laws to collect and report data about students, personnel and individual schools. On behalf of state agencies that must provide reports to the state legislature and/or the federal government, CEPI coordinates the data collections with intermediate school districts (ISDs), local education agencies (LEAs) and public school academies (PSAs).

State agencies such as the Department of Education, the Department of Energy, Labor and Economic Growth and others provide CEPI with the specifications about the data that are required by state and federal laws, including data definitions. To ensure greater accuracy of the data definitions used by district staff members, CEPI established the Data Definition Review Group comprising officials from the various state departments. This group's purpose is to provide a formal process for determining the specifications of each data element that districts are required to submit. This includes adding, editing and eliminating data fields and definitions. The Data Definition process begins in January for the subsequent school year to ensure that any changes can be published approximately six months in advance of a particular collection.

Once the data requirements have been finalized, CEPI works with the Michigan Department of Information Technology (MDIT) to develop, edit or eliminate each data element specification and accompanying business rules. After MDIT has completed the changes to the MSDS, CEPI communicates this information to the MSDS authorized users. Current information about collections and data requirements is posted to the MSDS page on the CEPI Web site. To access this information, go to www.michigan.gov/cepi. From the left navigation bar, click on "CEPI Applications," and then click on "Michigan Student Data System."

### Uses of MSDS Data

School district authorized users submit the data, which include discrete information about individual students such as age, gender, race/ethnicity and program participation, via the MSDS. CEPI and the Michigan Department of Education (MDE) then use the collected data to meet the reporting requirements of the federal *No Child Left Behind Act of 2001* and other state and federal laws. For instance, we use the MSDS data to determine adequate yearly progress (AYP), state aid payments and accreditation, just to name a few items.

Local districts and public school academies are responsible for maintaining student data at the individual level. CEPI does not specify any particular software for maintaining student data. However, a list of commercial vendors who provide student information management software is available by clicking here.

## Getting Started

### The Educational Entity Master (EEM)

The Educational Entity Master (EEM) is an essential component for school and student data submission. It is the state's official directory of educational entity information. We use EEM entity code numbers to link all education data sets, including the MSDS.

LEAs, PSAs and ISDs should update the online EEM whenever district, school or other entity information changes. Nonpublic schools and unique education providers such as early childhood providers should also ensure that the EEM information is kept up to date. Updates include changes in the name of a school, contact information (e.g., administrator, address, area code, e-mail address), grade-range adjustments, as well as requests for new entity numbers and closings of schools, unique education providers, or non-instructional ancillary facilities.

**We highly recommend that ISD, LEA and PSA districts verify their EEM data before each data submission.** When EEM records are out of date, data submission can be more difficult. With accurate EEM records, you will better manage your data and achieve more timely submissions.

Each ISD, LEA and PSA should have at least one authorized user for the online EEM. This authorized user can access the EEM regularly via the Internet to verify official information. To identify the currently authorized users for the online EEM for your district, send an e-mail request to cepi@michigan.gov .

For more information about accessing the EEM, please refer to the EEM section of CEPI Data Applications on the CEPI Web site (www.michigan.gov/cepi).

## Browser and Other Technical Requirements

Please refer to the MSDS Technical Document located on the CEPI MSDS Web page or by clicking here.

## Obtaining Access to the MSDS

Obtaining MSDS access is a two-step process:

1. Individuals must first subscribe to the application through their Single Sign-On (SSO) accounts.
2. Individuals must send the appropriate security agreement form (Public schools and Nonpublic schools) to CEPI, signed by the user and the entity lead administrator. These forms are posted in the Security section of the CEPI Michigan Student Data System Web page.

You will receive access to the application when both of the above steps have been completed and verified by CEPI. For more detailed information, please refer to the Single Sign-On User's Guide posted in the Security section of the CEPI Michigan Student Data System Web page.

## Subscribing With an SSO Account

**Note:** If you do not already have an SSO account, you may register for one online at https://sso.state.mi.us/ by clicking the Register button and following the on-screen directions. For more detailed information, please refer to the Single Sign-On User's Guide posted in the Security section of the CEPI Michigan Student Data System Web page.

To request access to the MSDS, log in to the SSO application at https://sso.state.mi.us/ and follow these steps:

1. Click the Subscribe to Applications link in the bottom left-hand corner of the screen. You should see a new screen with drop-down menus.
2. Select CEPI in the first drop-down and Michigan Student Data System (MSDS) in the second.
3. Click Next You will see a subscription page for the application. Review the information and click Confirm.
4. You will receive a confirmation message (both on the screen and by e-mail) stating your subscription request was submitted successfully. If you have not already done so, you should now fax your signed security form to CEPI.

## Submitting a Security Agreement Form

After a subscription request has been submitted, a user must submit a signed MSDS security agreement.

To download a copy of the security agreement, click on the appropriate form, Public schools or Nonpublic schools, or follow these steps:

1. Click on CEPI Applications from the CEPI home page www.michigan.gov/cepi.
2. Click on Michigan Student Data System on the left navigation bar.
3. In the Security Box, click on MSDS Security Agreement.
4. Follow the instructions on the security form and fax the completed form to CEPI at 517-335-0488.

For more detailed information please refer to the Single Sign-On User's Guide posted in the Security section of the CEPI Michigan Student Data System Web page.

**Changing an SSO Password**

To change an SSO password:

1. Go to https://sso.state.mi.us/.
2. Enter your SSO login ID and password. (Password is case sensitive.)
3. Click on Account Maintenance.
4. Click on Change My Password.
5. Note: After you create an SSO account, only you can update the account information. If your e-mail address or telephone number changes, be sure to log in to the SSO site and edit your account. If you do not remember your password, please go to the login page, enter your SSO ID and click the I Forgot My Password link.

For more detailed information, please refer to the Single Sign-On User's Guide posted in the Security section of the CEPI Michigan Student Data System Web page.

**Accessing the Educational Entity Master (EEM)**

As noted previously, accurate records in the EEM are critical to a district's data submission. We recommend that each district verify these records prior to each data submission. Each district should have at least one authorized EEM user. Please refer to the CEPI Educational Entity Master Web page and the EEM User's Guide for more information.

To access the EEM (authorized users only):

1. Log in to the SSO application at https://sso.state.mi.us/
2. You should see a link for the Educational Entity Master in the Applications Portal which will take you to the application.

## Getting Assistance with Data Submissions

The CEPI Web site contains the most up-to-date information about MSDS data collections. Please go to www.michigan.gov/cepi and click the CEPI Applications button and then click Michigan Student Data System for information specific to the MSDS. This page includes training tools, communications, security information, and general MSDS resources. Users can also click a collection name in the MSDS Data Collections section for detailed information including XML schemas and sample files for that collection.

If you are an entity authorized user and are having technical difficulties submitting data to CEPI, please send an e-mail message to CEPI customer support at cepi@michigan.gov or call 517-335-0505 and follow the prompts. Please provide your name, district/entity code, district/entity name, CEPI application name, your telephone number (including area code and extension), your e-mail address and your specific questions.

Refer questions related to the content of the data (data definition issues, for example) to the State of Michigan contact person for the data field. You can also find this information in the **Characteristics Details** section of this document.

# $C^3$: Characteristics, Components, Collections

## Characteristics

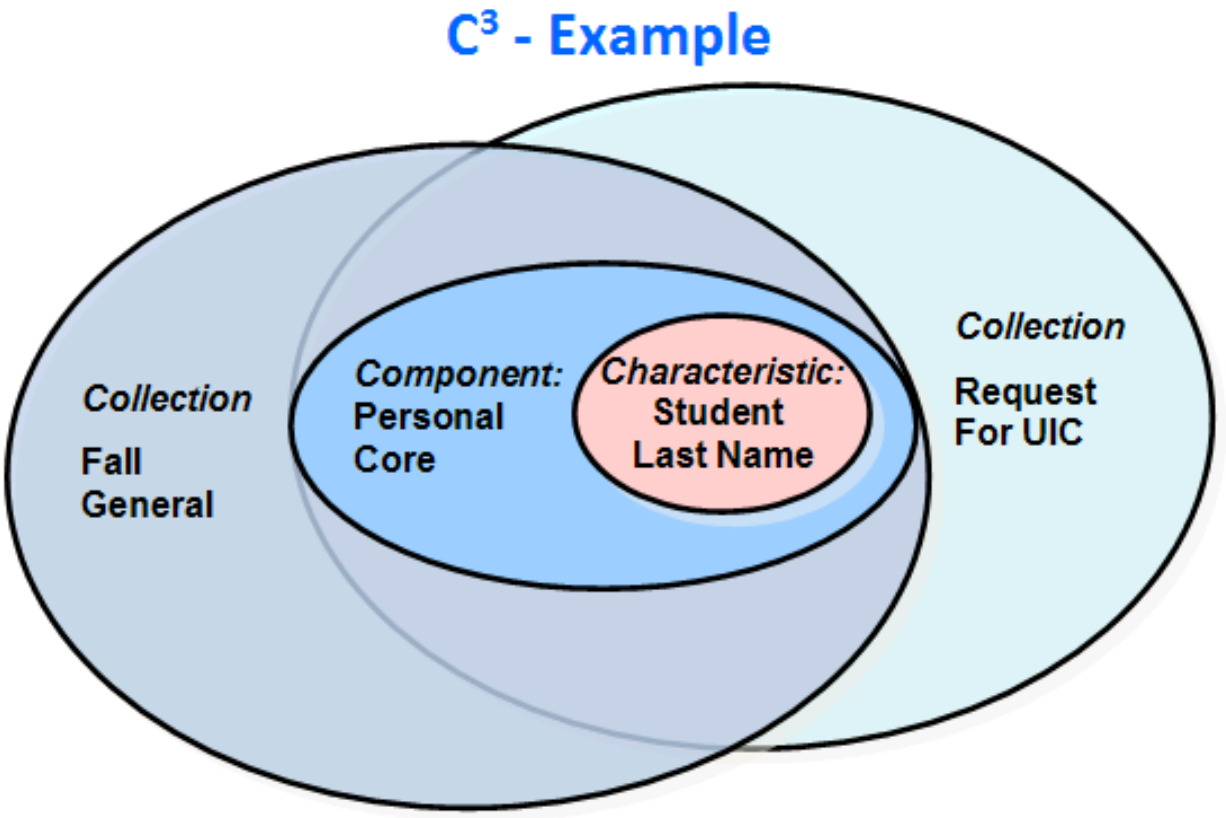
- Fields (data elements) associated with a student
- Each characteristic may only be included in one component
- Characteristics may be multi-valued (occurring more than once in the component)

## Components

- Logical groupings of characteristics
- Allows groups of characteristics to be conditionally required
- Components may be included in multiple collections
- Components may be multi-valued (occurring more than once in a collection)

## Collections

- A set of components submitted for a particular purpose within a particular timeframe



# Certification: The *Fourth* C

***Assuring Data Quality***

*Certification is the process wherein a responsible authorized MSDS user reviews and approves data within a given collection, indicating that to the best of his/her knowledge the data are accurate and complete. This process includes the opportunity for the user to review data and/or summary reports. The act of "certifying" a collection officially submits the data on behalf of the superintendent/administrator to CEPI for that collection.*

- **Quality Review** – Last step in the "error check" process
- **Reports Review** – Confirm that the data are accurate
- Certification **officially submits data** to CEPI.
- By clicking the certification check box, the user is confirming "**that this information is valid and correct to the best of my knowledge**" on behalf of the superintendent/administrator.
- Collection Certification may be one of three types:
    - Certification Not Applicable (e.g., Request for UIC) – the collection is not certified
    - Ongoing Certification (e.g., Student Record Maintenance) – the collection is open throughout the school- year and certification can occur at any time
    - Single Certification (e.g., Fall General) – there is a deadline for the collection and the certification window will close as of a specified date
- **Decertification** allows for corrections
    - Prior to the collection deadline, user can decertify without CEPI approval
    - After collection deadline, user must have CEPI approval (resubmission request)

As part of the SRSD submission process, CEPI provided users with a stand-alone application called "Error Check." This application allowed users to complete basic file validation and access a small set of reports. With MSDS, the system provides several built-in layers of data validation and quality-check functions.

When a user uploads a data file to the system, the MSDS automatically checks the file for validation against the schema requirements. If the file does not meet these basic criteria, the system will not process it and will not transfer it into the data Staging Area. The file must meet the basic structural rules for XML and the collection to pass. The file structure must be valid

before the MSDS will process the file. We have expanded the basic file validations beyond what was in the SRSD to ensure data validity. The MSDS no longer allows invalid data to be entered into the system to be corrected later. This step further supports efforts in *Building a Culture of Quality Data*.

For more information about XML and schema validation, please refer to the MSDS Technical Document located on the CEPI MSDS Web page. (*NOTE: The* World Wide Web Consortium *(W3C) is the ultimate authority on XML data types. All collection schemas will reference the W3C definitions for the base data types. Please reference the appropriate collection schema and the W3C to ensure a valid file submission).*

After you have successfully uploaded the file and it has passed the initial file-validation checks, the data are processed into the Staging Area where they go through additional record-level validation to check for data accuracy. These "checks" look at component and characteristic business rules as well as for Unique Identification Code (UIC) matching. The system generates error, warning and resolution messages when the file fails to meet a rule. Perform a quick review of the Staging Area Detail screen for the status of the collection data. (Please refer to the "Training Tools" and "Resources" sections of the CEPI MSDS Web page for more information about how the system functions.)

You must correct student records that have errors and complete all UIC resolution in order for certification to occur. Review warnings to assure that the data submitted are correct. The system generates warnings when the data are outside of the expected parameters for the characteristic, but may still be correct. Warnings will not prevent a collection from being certified.

Once you have resolved all of the student records within the collection and they are error free, you should turn your attention to the reports provided by MSDS to confirm that the data are accurate. The list of available reports, including a brief description of each, is located in the MSDS Training Manual. District superintendents may choose to have several different people review the different data. For example, he or she may ask the special education director or the Title I coordinator to confirm that the data shown in the reports are correct for their respective programs and services. (Refer to SRSD Roles Crosswalk for MSDS for more information about roles and permissions.) When the assigned people have completed thorough reviews of the data and confirmed that they are correct, then the collection may be certified.

Throughout this process and until the collection is certified, the data are not considered submitted. You may consider the Staging Area, where you can work with your data to prepare them for certification, an extension of your local computer. Although there is no longer an "Error Check" program that can be stored on a local hard drive, each submitting entity has its own Staging Area in which to correct errors and perform other data quality checks.

### FTE Conflict Resolution

If you report students by multiple districts with a total full-time equivalency (FTE) greater than 1.00 in the Fall General or Spring General Collections, the system will identify them in the

MSDS FTE Conflict Detection section for each reporting district. For instructions on how to complete the FTE Conflict Resolution process, please refer to the MSDS Training Manual. The MSDS searches for potential FTE conflicts in both the staging areas and certified data of all districts throughout the collection period. The system performs this process on a nightly basis so it is important to continue to check the FTE Conflict Detection section until the collection is closed.

District users should resolve as many of these FTE conflicts as possible before the collection certification deadline at the end of the seventh week after the legislated pupil membership count day. In the event that the users cannot resolve all of their conflicts, the ISD auditors will complete the process.

**Decertification**

The MSDS allows district users to correct data errors in certified collections. The decertification process is applicable only to collections that utilize single certification (see "Certification: The Fourth C," above). Users are allowed to decertify without CEPI intervention at any time up to the certification deadline. This means that as users work on their data, they may certify, decertify and certify again as many times as necessary until the certification window closes. After the certification deadline, users may request that they be allowed to decertify in order to correct data by contacting CEPI customer support. Please refer to the MSDS Training Manual for detailed instructions for the decertification process.

# System Expectations: Required, Conditional and Optional

The MSDS uses the terms "required," "conditional" and "optional" to identify the system expectations for each component and characteristic. Please note that all the data collected through the MSDS are required for reporting and/or allocation purposes; however, not all data are applicable to every student. Therefore, the system cannot always require each data element. The following information explains what these terms indicate and how they relate to file-level and field-level validation rules.

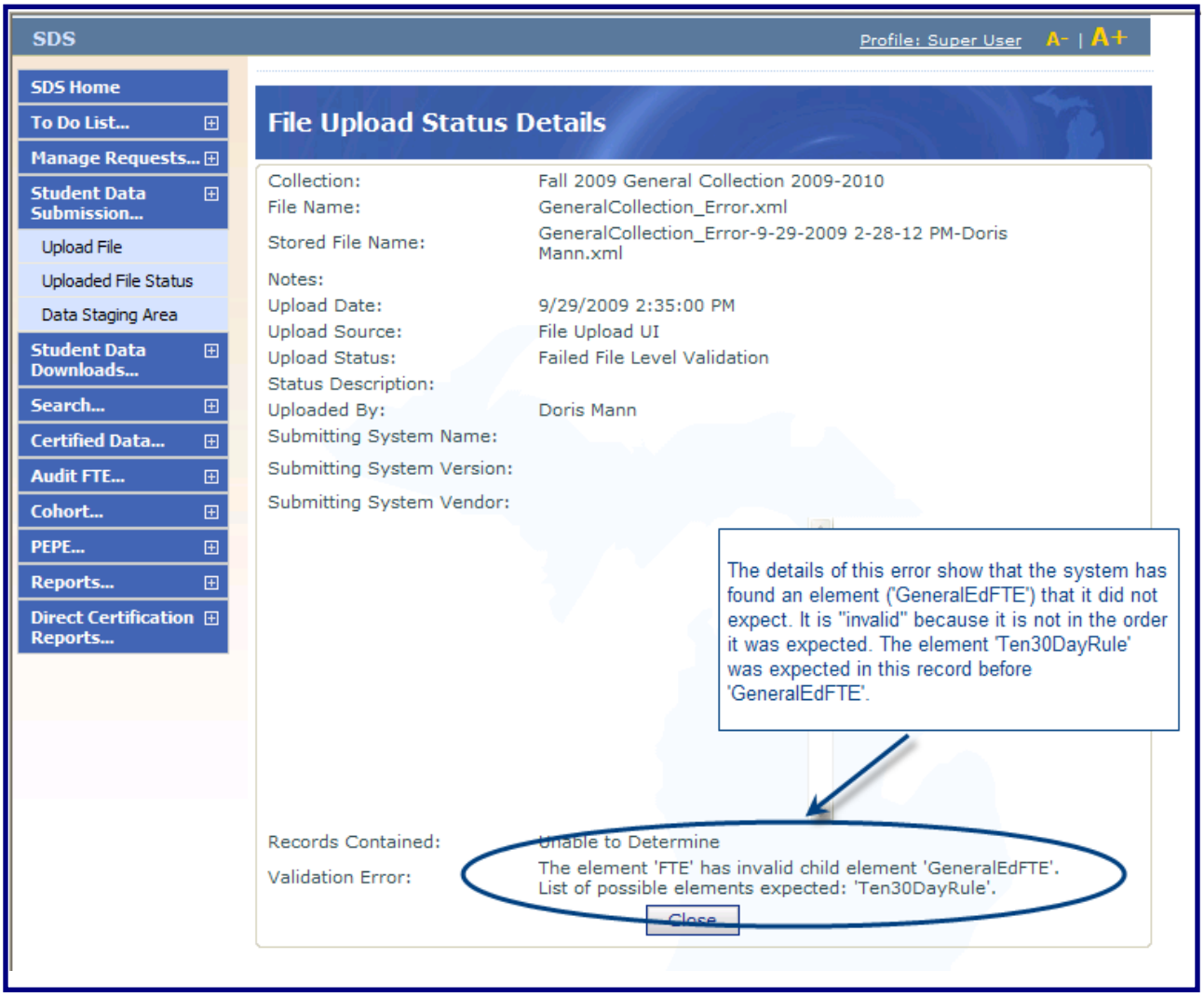
Required

Report components marked as required for all students. Report characteristics marked as required for all students when the characteristics are within a reported component. The MSDS "expects" to see these data and will produce errors if you do not report them. If a *component* is required, the system will reject the file upon upload if you do not include the component in each student record.

> ***Component Example:*** *You must always report the Submitting Entity component. If every student record in a file does not contain a Submitting Entity component, the file will not pass schema (file) validation and will fail to process into the Staging Area.*

If you are required to report a *characteristic*, and you submit the component in which it is included, the system will reject the file upon upload if it is not included.

> ***Characteristic Example:*** *You must report the 10/30-Day Rule characteristic anytime you submit the FTE data in either the General Ed FTE or Special Education components. If you do not report the characteristic, the file will not pass schema (file) validation and will fail to process into the Staging Area.*

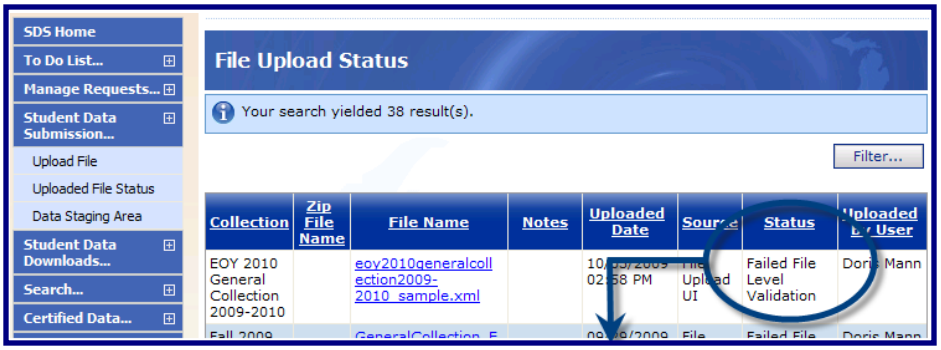


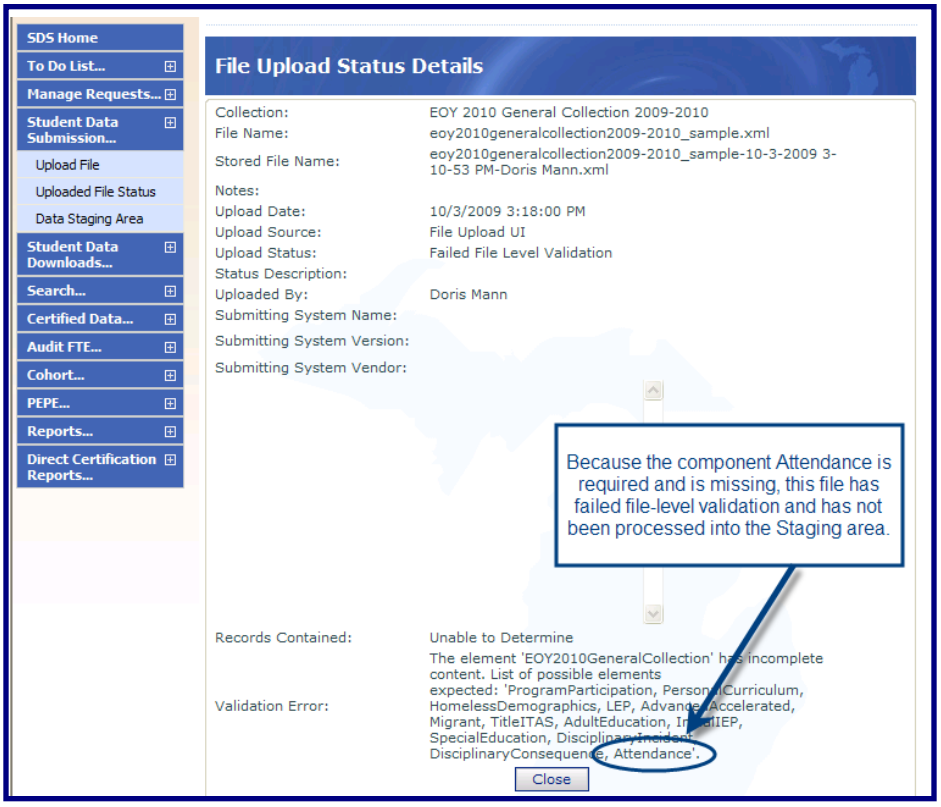

For detailed information about XML and schema validation, including information about software tools that can be helpful, please refer to the MSDS Technical Document located on the CEPI MSDS Web page.

Conditional

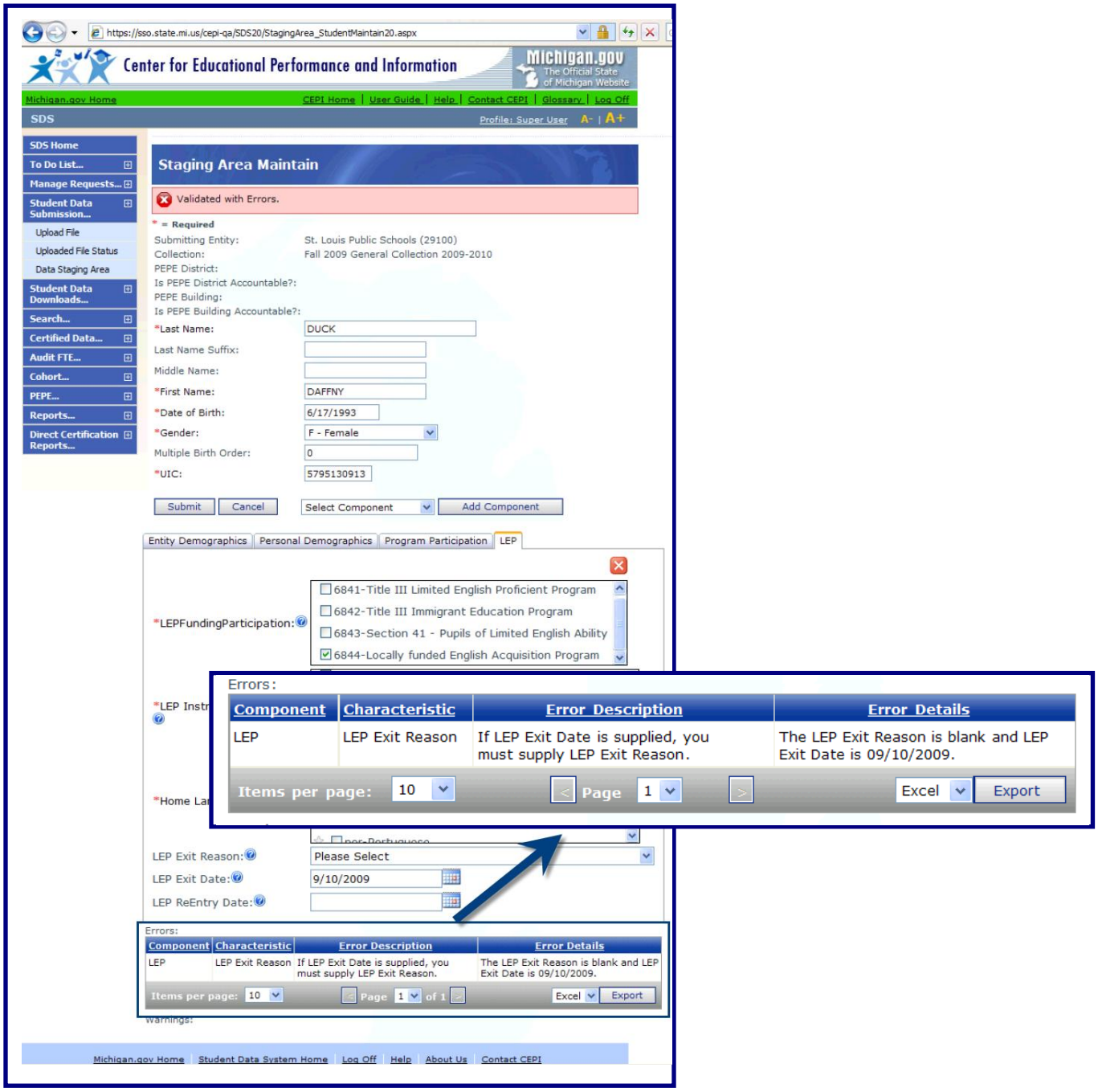
You *MAY* be required to report conditional data to the MSDS system for student records under certain conditions. An error will occur when a student record meets the criteria for the inclusion of those data and you have not included the data in the record.

> **Example:** *You are required to submit attendance data for all of the students you reported in the End-of-Year (EOY) General Collection AND for any student you reported as exiting from the district in the Fall and Spring General Collections.*
>
> ***Component level:*** *If you do not submit the Attendance component with a student record in the EOY General Collection, the system will reject the file upon upload.*



***Characteristic level:*** *If you submitted a student record with the Limited English Proficient (LEP) Component that includes an LEP Exit Date and the characteristic LEP Exit Reason is missing, the system will generate a record-level validation error. Record-level validation errors will not prevent a file from passing file validation and loading student records into the Staging Area.*



Optional

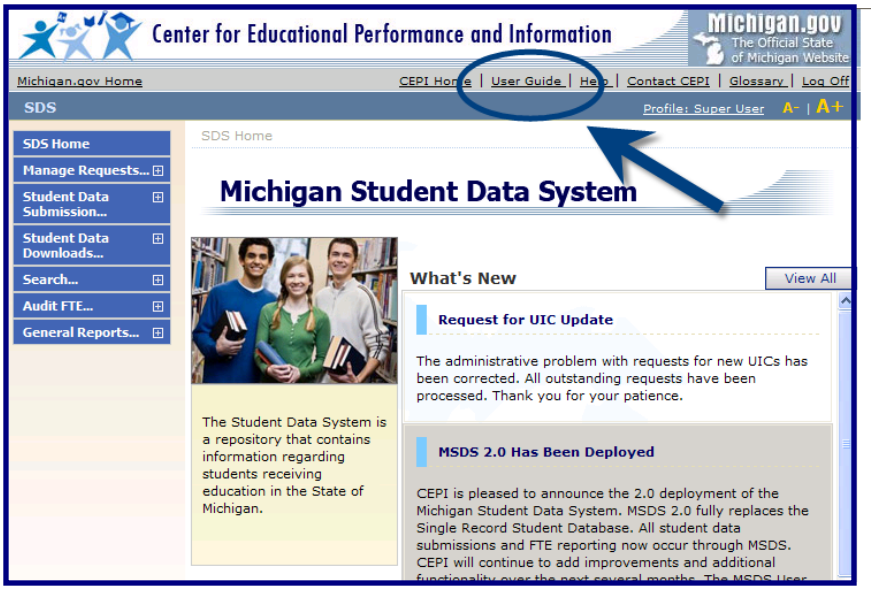
"Optional" indicates that the MSDS cannot determine when or for which students the data are required. This does not mean that if the data are applicable for a given student that you do not have to report the data. The local district user, utilizing his or her local student information system (SIS), must determine when the situation requires optional data to be submitted for a particular student record.

> ***Example:*** *FTE is optional. The application cannot determine when a student meets all of the criteria to be counted in a district's membership for FTE. District users must identify which students to report with the General Education FTE or Special Education components and how much FTE is reported in each FTE characteristic. Users who fail to submit the FTE data when it is applicable will receive no state aid payment for that student.*

**OPTIONAL** does ***NOT*** mean that you do not have to report the data when they are applicable to the student. It means that the ***MSDS*** cannot determine when or for which students the data are ***REQUIRED*** and it is up to the reporting entity to identify when the data must be reported, based on program requirements.

# How to Enter Data

The MSDS allows you to add data to the collection Staging Area either by a file upload or by manual entry. The system will only accept extensible markup language (XML) files for upload. A copy of the XML schema and a sample XML file for each collection are available on the corresponding MSDS collection page of the CEPI Web site. Please refer to the MSDS Training Manual and the MSDS Technical Document for more details about MSDS file requirements and general instructions for using the system. You can access the Training Manual through the MSDS by clicking the "User Guide" link at the top of the MSDS application:




You can also access the MSDS Training Manual directly at the following Web address:

http://www.mi.gov/documents/cepi/MSDS_District_User_Training_Manual_298669_7.pdf

Additional training information is available through the MSDS page of the CEPI Web site. (http://www.mi.gov/cepi)

# How to Get Help

If, after reviewing the available training materials, manuals and other documentation on the CEPI Web site, you still have questions, please contact the CEPI customer support team for assistance via e-mail at CEPI@michigan.gov or call 517-335-0505 and follow the prompts. Please provide your name, telephone number (including area code and extension), entity code or agreement number and district/program name (if applicable) along with your message.

For questions related to a specific program or characteristic that has a Michigan Department of Education (MDE) contact listed, please contact the applicable MDE office.

# 2010-2011 School Year Collection Matrix

The matrix shows if a component is Required (R), Conditional (C), Optional (O) or may not be submitted (blank) for each collection. Components shown with the "+" symbol are multi-valued for the indicated collection.

| Component Name | Collection Name | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | General Collection | | | | | | | | |
| | Fall | Spring | EOY | Early Roster | NEW Special Ed Child Count (3WiN) | Request for UIC | Supp. Nutrition Eligibility | Early Childhood | Student Record Maintenance |
| **Adult Education +** | C | C | C | | | | | | C |
| **Advanced Accelerated** | O | O | O | | O | | | | O |
| **Attendance** | C | C | R | | O | | | | C |
| **Disciplinary Consequence +** | C | C | C | | O | | | | C |
| **Disciplinary Incident +** | C | C | C | | O | | | | C |
| **Early Childhood Programs +** | | | | | | | | R | |
| **NEW Early Childhood Special Education Assessment** | O | O | O | | O | | | | O |
| **Entity Demographics** | R | R | R | R | R | O | R | | R |
| **Fiscal Entity** | | | | | | | | R | |
| **General Education FTE** | O | O | O | | O | | | | O |
| **Homeless Demographics** | C | C | C | | C | | C | C | C |
| **Initial IEP** | O | O | O | | O | | | | O |
| **LEP** | O | O | O | | O | | | O | O |
| **Migrant** | O | O | O | | O | | | | O |
| **Migrant Curriculum Courses +** | | | | | | | | | C |

| Component Name | Collection Name | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | General Collection | | | | | | | | |
| | Fall | Spring | EOY | Early Roster | NEW Special Ed Child Count (3WiN) | Request for UIC | Supp. Nutrition Eligibility | Early Childhood | Student Record Maintenance |
| **Personal Core** | R | R | R | R | R | R | R | R | R |
| **Personal Curriculum** | O | O | O | | O | | | | O |
| **Personal Demographics** | R | R | R | O | R | O | R | R | R |
| **Program Participation** | C | C | C | | O | | | | C |
| ~~**Request to Change PEPE**~~ | | | | | | | | | ~~O~~ |
| **SNE** | | O | O | | O | | R | O | O |
| **Special Education** | O | O | O | | R | | | | O |
| **Student Record Maintenance** | | | | | | | | R | R |
| **Submitting Entity** | R | R | R | R | R | R | R | R | R |
| **Title I Services** | O | O | O | | O | | | | O |

# 2010-2011 School Year Collection Timelines

All dates are tentative and therefore subject to change. Please refer to the CEPI Web site for the most up-to-date collection dates.

## Early Roster Collection

- Provide any additional roster updates for the Direct Certification Report (Please refer to the timeline posted on the Direct Certification Report page of the CEPI Web site for the snapshot deadlines and the dates when the report will be refreshed.)
- Remains open until spring 2011.

## General Collections

- **Fall**
  - September 29: Legislated fall pupil membership count date
  - November 3: Legislated data submission deadline
  - September 29–November 17: Quality Review and resolution of duplicate FTE claims (district certification and decertification may occur during this time)
  - November 17: Legislated certification deadline

- **Spring**
  - February 9: Legislated spring pupil membership count date
  - March 16: Legislated data submission deadline
  - February 9 – March 16: Quality Review and resolution of duplicate FTE claims (district certification and decertification may occur during this time)
  - March 30: Legislated certification deadline

- **End-of-Year (EOY)**
  - June 1 – July 13: Quality Review (district certification and decertification may occur during this time)
  - June 30: Snapshot date
  - July 13: Certification deadline

## Supplemental Nutrition Collection

- October 29 – November 17: Quality Review (district certification and decertification may occur during this time)
- October 29: Count date
- November 17: Certification deadline

## Early Childhood Collection

- The Early Childhood Collection is open throughout the school year.
- November 17: Snapshot December 8: Data certified
- February 9: Snapshot February 23: Data certified
- June 30: Snapshot July 13: Data certified
- August 24: Snapshot August 31: Data certified

## NEW Special Education Child Count Collection (3WiN)

- November 1–December 13: Data submitted into staging
- November 17: Count date
- December 14–December 22: Quality Review and resolution of duplicate claims (Records may be edited or deleted during this period. No new records may be added.)
- December 22: Certification deadline

## Student Record Maintenance Collection

- The SRM Collection is open throughout the school year.
- October 31: Snapshot of updated enrollment and exits pulled for headcount report and assessments.
- March 31: Snapshot of updated enrollment and exits pulled for headcount report and assessments.
- Pilot snapshots for OEAA tested roster process
- Submit Migrant Curriculum Courses component for all eligible migrant students.
    - Course data must be submitted within ten (10) business days of the student's enrollment and again within ten (10) business days of the student's exit. Courses may be updated as at anytime.
    - All migrant students must have their final course dispositions reported by June 30, 2011
    - Summer term collection open July 1, 2011 – September 15, 2011

- September 27, 2011: End of summer snapshot deadline.
  - All summer graduates must be reported with an "As Of Date" prior to September 1 and certified no later than September 27.
- Submit enrollments for student history/direct certification status lookup and direct certification report refreshes (please refer to the direct certification timeline for snapshot and report refresh dates.

# Overview of MSDS Collections

The following pages contain information about each MSDS collection. The Components section of this document contains more specific information about the component and characteristic business rules.

# Request for UIC Collection

The Unique Identification Code (UIC) continues to be a critical element in tracking student information over time and in tying student-level data between different data systems. The following systems have incorporated the UIC:

- Office of Educational Assessment and Accountability (OEAA) Secure Site
- Career and Technical Education Information System (CTEIS)
- Michigan Compliance Information System (MI-CIS)
- Migrant Education Data System
- Title I SES application

**The MSDS is the source system for student demographic data.** Because of the UIC, these other systems can utilize the data and this will in turn reduce redundant data collections.

According to the requirements of the America Competes Act [PL110-69 sec. 6401(e)(2)(A)], CEPI must ensure that the statewide PK-16 education data system includes a unique statewide identifier. The UIC fulfils this requirement for PK-12 currently and is being integrated into the postsecondary level.

## Components

| Name | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|
| Submitting Entity | 1 | Required | No | 1 |
| Personal Core | 2 | Required | No | 1 |
| Entity Demographics | 3 | Optional | No | 1 |
| Personal Demographics | 4 | Optional | No | 1 |

The schema and a sample XML file are also available on the Request for UIC page of the CEPI MSDS Web site.

## Whom Do We Report?

You can use the Request for UIC Collection to obtain UICs for new students entering a district or program. For instance, a district authorized user may want to obtain UICs for students identified during kindergarten roundup. Likewise, a district may have a number of new enrollees in the fall arriving from other school districts.

Users will need to obtain UICs for Early On® students, both with and without disabilities, in order to report these students in the MI-CIS. Furthermore, when you report students in the MSDS, you must have a UIC for every record in every collection except the Request for UIC and Early Roster Collections. This includes the Early Childhood Collection. Please note that any student receiving Early On® and Early Childhood services must have a UIC. These are two groups of students that users may not have needed UICs for previously.

You can also use the Request for UIC Collection to validate UICs for students currently attending your district. For instance, a district user may want to validate UICs for all of his or her students prior to submitting the Fall General Collection. This allows the user to complete any necessary UIC resolution in the Request for UIC Collection instead of the Fall General Collection.

## When Do We Report?

The Request for UIC Collection is open all year, so you can obtain and/or validate UICs for new or existing students in your district at any time. Important Note:  Before the beginning of every school year, we will have the Staging Area cleared from the MSDS to allow users to begin submitting collections for the new school year. Users should make sure to resolve any student records that are still in "Requires Resolution" status and then download their completed files.

# Early Roster Collection

The MSDS Early Roster Collection is the vehicle through which users submit their districts' projected student rosters for the coming school year. Users can also request and/or validate UICs through the Early Roster Collection. CEPI uses the data you submit via the Early Roster Collection to create the Direct Certification Report.

The Office of Educational Assessment and Accountability (OEAA) will pilot the use of the Early Roster Collection as the replacement of the current OEAA Secure Site pre-identification process. The Michigan Department of Education will be providing more information on how it will be using the Early Roster Collection for future pre-identification purposes.

If you submit students as part of your district's Early Roster Collection, those students are not considered official enrollments and therefore do not impact the assignment of the primary education providing entity (PEPE), nor will this information impact the graduation cohort.

## Components

| Name | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|
| Submitting Entity | 1 | Required | No | 1 |
| Personal Core | 2 | Required | No | 1 |
| Entity Demographics | 3 | Required | No | 1 |
| Personal Demographics | 4 | Optional | No | 1 |

The schema and a sample XML file are also available on the Early Roster Collection page , a subpage of the CEPI MSDS Web page.

Please note that you should include the building code, local student ID and grade characteristics, even though they are not required for the file upload, to allow for sorting and local district import of the Direct Certification Report once it is generated.

*Reminder to Public Schools:* Like the Request for UIC Collection, you are not required to certify this collection. However, you must correct errors and resolve any records requiring resolution.

*Reminder to Nonpublic Schools*: Because the option to resolve records is not available to non-public schools, the Direct Certification Report will not include any record without a match or system-created UIC.

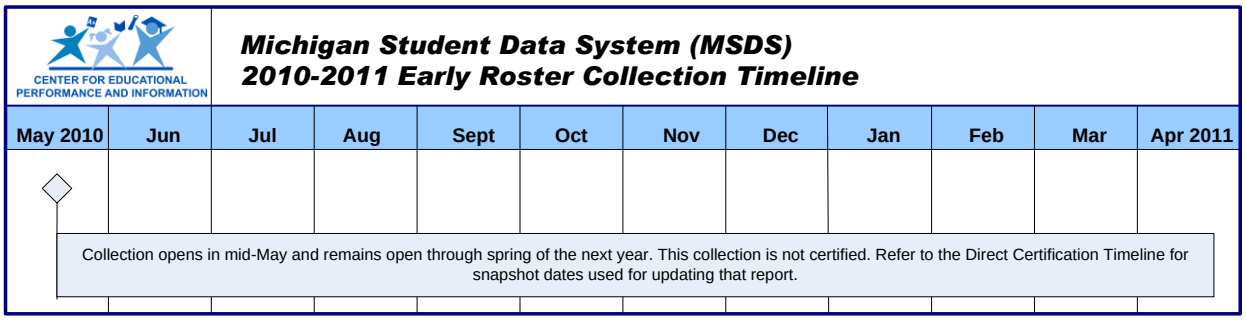
## Whom Do We Report?

Report all students who are expected to be newly enrolled for the next school year and those students who have a change in building assignment. Exclude students reported as "continuing"

during the End-of-Year Collection. However, if the local student information system is not able to separate those students, you may include them.

## When Do We Report?

The Early Roster Collection opens in early May and remains open until late spring of the following year to ensure non-public entities can continue reporting updates to their roster for the purposes of direct certification. Public school entities should begin reporting enrollments through the General Collections or Student Record Maintenance after the school year begins. Like the Request for UIC Collection, it does not require certification. There are several snapshot points throughout the summer and fall used for Direct Certification Reporting. Please refer to the timeline posted on the Direct Certification Report page of the CEPI Applications section of the CEPI Web site for more information.



# General Collections

The General Collections are the primary means of submitting student data to the MSDS. They are very similar to the fall, spring and end-of-year collections of the Single Record Student Database (SRSD). As in the SRSD, there are three collection periods within each school year. The Fall and Spring General Collections are the only vehicles for submitting student membership (FTE) on which state foundation payments are based. (Please refer to the Web page of the MDE Office of State Aid and School Finance for information on membership and state funding.)

## *2010 Fall General Collection*

### Components

| Name | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|
| Submitting Entity | 1 | Required | No | 1 |
| Personal Core | 2 | Required | No | 1 |
| Entity Demographics | 3 | Required | No | 1 |
| Personal Demographics | 4 | Required | No | 1 |
| General Education FTE | 5 | Optional | No | 1 |
| Program Participation | 6 | Conditional | No | 1 |
| Personal Curriculum | 7 | Optional | No | 1 |
| Homeless Demographics | 8 | Conditional | No | 1 |
| LEP | 9 | Optional | No | 1 |
| Advanced Accelerated | 10 | Optional | No | 1 |
| Migrant | 11 | Optional | No | 1 |
| Title I TAS | 12 | Optional | No | 1 |
| Adult Education | 13 | Conditional | Yes | Unbounded (3 per Adult Ed Count Period) |
| Initial IEP | 14 | Optional | No | 1 |
| Special Education | 15 | Optional | No | 1 |
| **NEW** Early Childhood Special Education Assessment | 16 | Optional | No | 1 |
| Disciplinary Incident | 17 | Conditional | Yes | Unbounded (1 per incident code) |
| Disciplinary Consequence | 18 | Conditional | Yes | Unbounded |
| Attendance | 19 | Conditional | No | 1 |

The schema and a sample XML file are also available on the General Collection page, a subpage of the CEPI MSDS Web page.

The Fall General Collection is a membership count (FTE) collection. Please remember that although the FTE data are optional, you must submit them when applicable for each student. **If**

**you fail to submit FTE data in the record of a student for whom you claim membership, you will receive no foundation payment for that student.**

Please reference the "Component Details" section of this document for the component and characteristic specifics.

## Whom Do We Report?

Report all active students and those students who have exited the district since the last general collection reporting period. You may include students who have enrolled and subsequently exited within the reporting period (See Program Participation below). However, if you reported an exit record through another certified MSDS collection, do not report it again in the general collection.

NOTE: The Request for UIC and Early Roster Collections do not update student history. Therefore, any records you submit in these collections will not officially enroll or exit students.

### Full-Time Equivalency (FTE)

You must report students who are eligible for FTE with the General Education FTE and/or the Special Education component included in their records in order for the applicable FTE to be assigned to the district. **If you fail to submit FTE data in the record of a student for whom you claim membership, you will not receive a foundation payment for that student.**

### Program Participation

You must report students who may not be eligible for FTE but are participants in certain programs in order for them to be counted for other program-level allocations and compliance reporting requirements. These data are also important for the accurate identification of subgroup participation required for federal reporting.

### Attendance

You **must report** the Attendance component on all of the records you submit **for exiting students.** These data are cumulative for each student and MDE uses them in the determination of AYP. The data submitted in Days Attended represent the number of days the student actually attended. The data submitted in Total Possible Attendance represent the total possible days that the student could have attended from the first day of school, the date of new enrollment or the beginning of a program (e.g., summer school). **The data submitted in the Attendance component are completely unrelated to instructional days or clock hours.** For services that are not school based (e.g., services provided in the home, hospital, community setting, or seat-time waiver program), report how many days out of the days available that the student received services. **Please refer to the "Component Details" section of this document for additional Attendance component and characteristic specifics.**

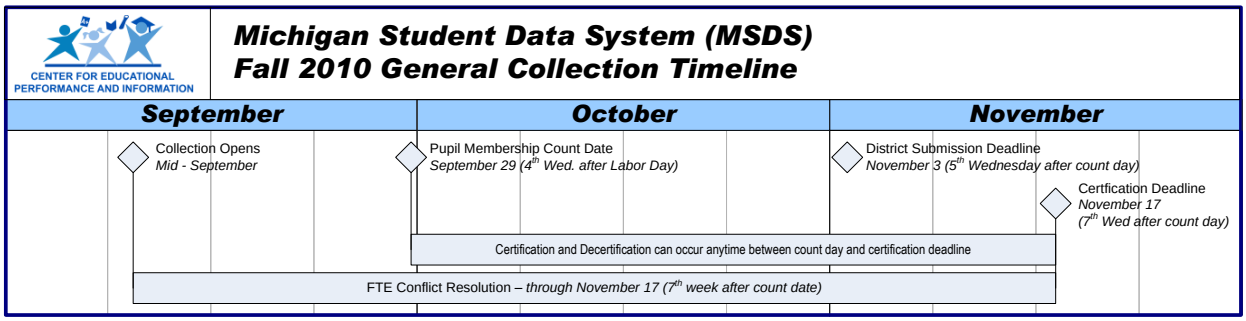
**Supplemental Nutrition Eligibility (SNE)**

The system will not accept data indicating students' eligibility status for free or reduced-price meals or milk for the Fall General Collection. Submit these data in the MSDS Supplemental Nutrition Collection.

NOTE: You may submit updated SNE data via the Student Record Maintenance, Spring General or End-of-Year General Collections for students who become eligible or for newly enrolled students who are eligible.

## When Do We Report?

The Fall General Collection is a Single Certification collection. You must submit all student data to the MSDS no later than five weeks after the legislated fall pupil membership count day (usually the fourth Wednesday after Labor Day). During the following two weeks, district authorized users may correct any data errors through the decertification process. All district users must have all error correction and UIC resolution completed and must certify their Fall General Collection data by the end of the seventh week after the legislated fall pupil membership count day. If you failure to certify by this date, your district's collection will be considered incomplete and notification will be sent to the Michigan Department of Education's Office of State Aid and School Finance, as per the State School Aid Act requirements.



# *2011 Spring General Collection*

## Components

| Name | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|
| Submitting Entity | 1 | Required | No | 1 |
| Personal Core | 2 | Required | No | 1 |
| Entity Demographics | 3 | Required | No | 1 |
| Personal Demographics | 4 | Required | No | 1 |
| General Education FTE | 5 | Optional | No | 1 |
| Program Participation | 6 | Conditional | No | 1 |
| Personal Curriculum | 7 | Optional | No | 1 |
| Homeless Demographics | 8 | Conditional | No | 1 |
| LEP | 9 | Optional | No | 1 |
| Advanced Accelerated | 10 | Optional | No | 1 |
| Migrant | 11 | Optional | No | 1 |
| Title I TAS | 12 | Optional | No | 1 |
| Adult Education | 13 | Conditional | Yes | Unbounded (3 per Adult Ed Count Period) |
| Initial IEP | 14 | Optional | No | 1 |
| Special Education | 15 | Optional | No | 1 |
| **NEW** Early Childhood Special Education Assessment | 16 | Optional | No | 1 |
| Disciplinary Incident | 17 | Conditional | Yes | Unbounded (1 per incident code) |
| Disciplinary Consequence | 18 | Conditional | Yes | Unbounded |
| Attendance | 19 | Conditional | No | 1 |
| Supplemental Nutrition Eligibility (SNE) | 20 | Optional | No | 1 |

The schema and a sample XML file are also available on the General Collection page, a subpage of the CEPI MSDS Web page.

The Spring General Collection is a membership count (FTE) collection. Please remember that although the FTE data are optional, you must submit them when applicable for each student. **If you fail to submit FTE data in the record of a student for whom you claim membership, you will receive no foundation payment for that student.**

Please reference the "Component Details" section of this document for the component and characteristic specifics.

## Whom Do We Report?

Report all active students and those students who have exited the district since the last general collection reporting period. You may include students who have enrolled and subsequently exited within the reporting period (See Program Participation below). However, if you reported an exit record through another certified MSDS collection, do not report it again in the general collection.

NOTE: The Request for UIC and Early Roster Collections do not update student history. Therefore, any records you submit in these collections will not officially enroll or exit students.

### Full-Time Equivalency (FTE)

You must report students who are eligible for FTE with the General Education FTE and/or the Special Education component included in their records in order for the applicable FTE to be assigned to the district. **If you fail to submit FTE data in the record of a student for whom you claim membership, you will not receive a foundation payment for that student.**

### Program Participation

You must report students who may not be eligible for FTE but are participants in certain programs in order for them to be counted for other program-level allocations and compliance reporting requirements. These data are also important for the accurate identification of subgroup participation required for federal reporting.

### Attendance

You **must report** the Attendance component for all records you submit **for exiting students.** These data are cumulative for each student and MDE uses them in the determination of AYP. The data submitted in Days Attended represent the number of days the student actually attended. The data submitted in Total Possible Attendance represent the total possible days that the student could have attended from the first day of school, the date of new enrollment or the beginning of a program (e.g., summer school). **The data submitted in the Attendance component are completely unrelated to instructional days or clock hours.** For services that are not school-based (e.g., services provided in the home, hospital, community setting, or seat-time waiver program), report how many days out of the days available that the student received services. **Please refer to the "Component Details" section of this document for additional Attendance component and characteristic specifics.**

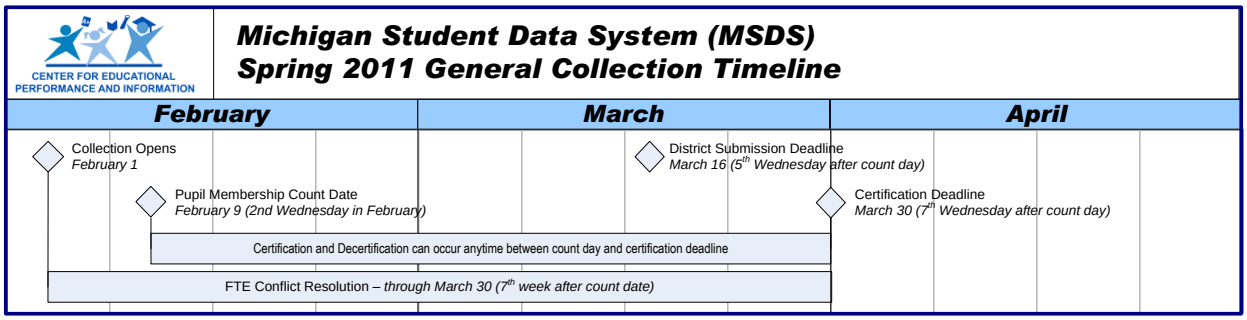
### Supplemental Nutrition Eligibility (SNE)

For the Spring General Collection, submit data indicating students' eligibility status for free or reduced-price meals or milk via the SNE component. It is only necessary to submit these data for eligible students whom you did not report as such in the MSDS Supplemental Nutrition Collection or the Student Record Maintenance Collection.

NOTE: You may also submit updated SNE data via the Student Record Maintenance or End-of-Year General Collections for students who become eligible or for newly enrolled students who are eligible.

## When Do We Report?

The Spring General Collection is a Single Certification collection. You must submit all student data to the MSDS no later than five weeks after the legislated supplemental pupil membership count day (usually the second Wednesday in February). During the following two weeks, district authorized users may correct any data errors through the decertification process. All district users must have all error correction and UIC resolution completed and must certify their Spring General Collection data by the end of the seventh week after the legislated supplemental pupil membership count day. If you fail to certify by this date, your district's collection will be considered incomplete and notification will be sent to the Michigan Department of Education's Office of State Aid and School Finance, as per the State School Aid Act requirements.



# *2011 End-of-Year (EOY) General Collection*

## Components

| Name | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|
| Submitting Entity | 1 | Required | No | 1 |
| Personal Core | 2 | Required | No | 1 |
| Entity Demographics | 3 | Required | No | 1 |
| Personal Demographics | 4 | Required | No | 1 |
| General Education FTE | 5 | Optional | No | 1 |
| Program Participation | 6 | Conditional | No | 1 |
| Personal Curriculum | 7 | Optional | No | 1 |
| Homeless Demographics | 8 | Conditional | No | 1 |
| LEP | 9 | Optional | No | 1 |
| Advanced Accelerated | 10 | Optional | No | 1 |
| Migrant | 11 | Optional | No | 1 |
| Title I TAS | 12 | Optional | No | 1 |
| Adult Education | 13 | Conditional | Yes | Unbounded (3 per Adult Ed Count Period) |
| Initial IEP | 14 | Optional | No | 1 |
| Special Education | 15 | Optional | No | 1 |
| **NEW** Early Childhood Special Education Assessment | 16 | Optional | No | 1 |
| Disciplinary Incident | 17 | Conditional | Yes | Unbounded (1 per incident code) |
| Disciplinary Consequence | 18 | Conditional | Yes | Unbounded |
| Attendance | 19 | Required | No | 1 |
| Supplemental Nutrition Eligibility (SNE) | 20 | Optional | No | 1 |

The schema and a sample XML file are also available on the General Collection page, a subpage of the CEPI MSDS Web page.

Please refer to the "Component Details" section of this document for the component and characteristic specifics.

## Whom Do We Report?

Report all active students and those students who have exited the district since the last general collection reporting period. You may include students who have enrolled and subsequently exited within the reporting period (See Program Participation below). However, if you reported an exit record through another certified MSDS collection, do not report it again in the general collection.

NOTE: The Request for UIC and Early Roster Collections do not update student history. Therefore, submitting records in these collections will not officially exit or enroll students.

**Full-Time Equivalency (FTE)**

The EOY General Collection is not a membership collection. You may include FTE data in this collection; however, we will not use these data to determine State Aid Foundation payments.

**Program Participation**

You must report students who may not be eligible for FTE but are participants in certain programs in order for them to be counted for other program-level allocations and compliance reporting requirements. The data on these students are also important for the accurate identification of subgroup participation, which is required for federal reporting.

**Attendance**

You **are required to report** the Attendance component **on all records that you** submit in the EOY General Collection. The data submitted in Days Attended represent the number of days the student actually attended. The data submitted in Total Possible Attendance represent the total possible days that the student could have attended from the first day of school, the date of new enrollment or the beginning of a program (e.g., summer school). **The data submitted in the Attendance Component are completely unrelated to instructional days or clock hours.** For services that are not school based (e.g., services provided in the home, hospital, community setting, or seat-time waiver program), report how many days out of the days available that the student received services. **Please refer to the "Component Details" section of this document for additional Attendance Component and characteristic specifics.**

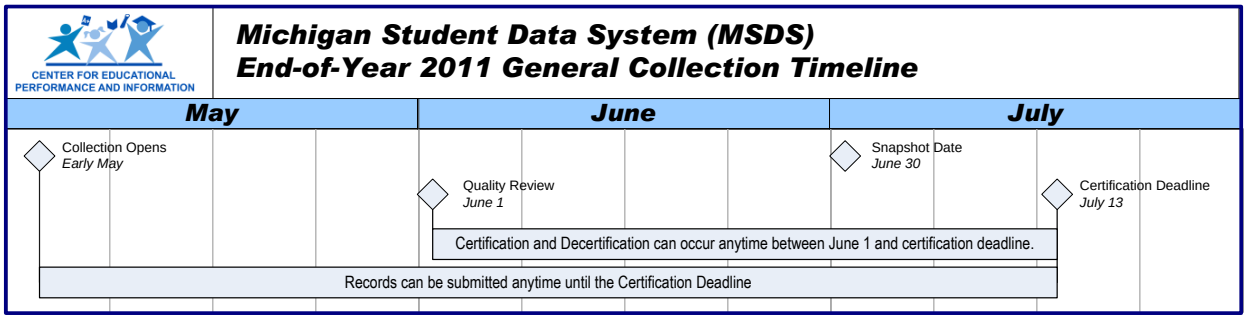
**Supplemental Nutrition Eligibility (SNE)**

For the EOY General Collection, you may submit data indicating students' eligibility status for free or reduced-price meals or milk via the SNE component. Only submit these data for eligible students whom you did not report as such in the MSDS Supplemental Nutrition Collection or the Student Record Maintenance Collection.

NOTE: You may also submit updated SNE data may via the Student Record Maintenance Collection for students who become eligible or for newly enrolled students who are eligible.

## When Do We Report?

The End-of-Year General Collection is a Single Certification collection. You must submit your records, complete any required UIC resolution and correct any data errors by the collection deadline, which is usually the second Wednesday in July. Please refer to the collection timelines for the official deadline date. If you fail to certify by this date, your district's collection will be considered incomplete and notification will be sent to the Michigan Department of Education.


CENTER FOR EDUCATIONAL PERFORMANCE AND INFORMATION
Michigan Student Data System (MSDS)
End-of-Year 2011 General Collection Timeline
May
June
July
Collection Opens
Early May
Quality Review
June 1
Snapshot Date
June 30
Certification Deadline
July 13
Certification and Decertification can occur anytime between June 1 and certification deadline.
Records can be submitted anytime until the Certification Deadline

# NEW 2011 Special Education Child Count Collection

The Special Education Child Count Collection is the official report of all students with active Individual Education Program (IEP) plans for federal reporting on the third Wednesday in November of the current school year. These data were previously collected via the Michigan Compliance Information System (Mi-CIS) in the "December 1" count. The count date has been changed from December 1 to the third Wednesday of November to better accommodate federal reporting deadlines. The collection is informally called "3WiN" in reference to this new date.

## Components

| Name | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|
| Submitting Entity | 1 | Required | No | 1 |
| Personal Core | 2 | Required | No | 1 |
| Entity Demographics | 3 | Required | No | 1 |
| Personal Demographics | 4 | Required | No | 1 |
| General Education FTE | 5 | Optional | No | 1 |
| Program Participation | 6 | Conditional | No | 1 |
| Personal Curriculum | 7 | Optional | No | 1 |
| Homeless Demographics | 8 | Conditional | No | 1 |
| LEP | 9 | Optional | No | 1 |
| Advanced Accelerated | 10 | Optional | No | 1 |
| Migrant | 11 | Optional | No | 1 |
| Title I TAS | 12 | Optional | No | 1 |
| Adult Education | 13 | Conditional | Yes | Unbounded (3 per Adult Ed Count Period) |
| Initial IEP | 14 | Optional | No | 1 |
| Special Education | 15 | Required | No | 1 |
| **NEW** Early Childhood Special Education Assessment | 16 | Optional | No | 1 |
| Disciplinary Incident | 17 | Conditional | Yes | Unbounded (1 per incident code) |
| Disciplinary Consequence | 18 | Conditional | Yes | Unbounded |
| Attendance | 19 | Conditional | No | 1 |
| Supplemental Nutrition Eligibility (SNE) | 20 | Optional | No | 1 |

The schema and a sample XML file are also available on the General Collection page , a subpage of the CEPI MSDS Web page.

Please reference the "Component Details" section of this document for the component and characteristic specifics.

## Whom Do We Report?

Report all students with disabilities who are eligible for special education programs or services (have an active IEP) and are enrolled in your district on the third Wednesday in November. You must include all students with disabilities receiving special education programs or services that were:

- submitted in the Fall General Collection as continuing (District Exit Status "19) and continue to participate in special education programs or services,
- submitted in the Fall General Collection as participating in only general education programs and now have an active IEP, or
- enrolled in your district since the fall count date and have an active IEP.

Do not include students who were submitted in the Fall General Collection as continuing (District Exit Status "19") and have exited your district or special education since the fall count date. Only include students who are actively enrolled and are receiving special education programming or services. This includes children receiving early childhood special education services as well as students who are enrolled in your K-12 programs.

### Special Education Component

The Special Education Child Count Collection utilizes the same schema structure as the Spring General Collection, with one exception: the Special Education component is required in this collection. (Please note that although the schema structure is the same, each collection has a unique collection name and identification number.)

### Submitting Optional Components

Although it is not necessary that any component other than those listed in the Components table as required be submitted, you may include all components available within the collection. All data submitted will update the student's history and all business rules are enforced.

### The ISD Special Education/3WiN Certifier Responsibilities

The Special Education Child Count Collection (3WiN) is certified for your district by the person assigned the role of 3WiN Certifier at the ISD. Although local users who have permissions to certify will be technically able to do so, **it is important that only the ISD 3WiN Certifier complete the certification process** for this collection. If you do not have the role of 3WiN Certifier and you mistakenly certify the collection, you must decertify.

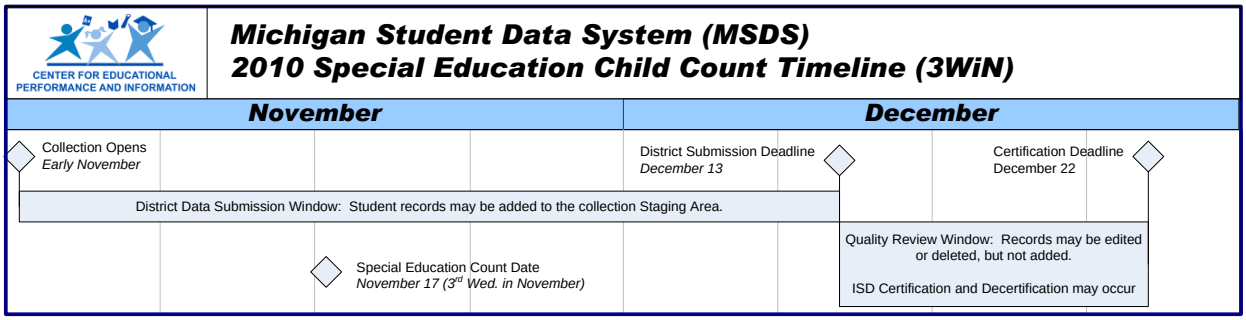
**The District User's Responsibilities**

You will enter your district's data into MSDS, like you do for other collections. Your responsibilities also include:

- UIC resolution
- Error correction both at the record and collection level
- MSDS report review with your special education director to confirm the data accurately portray your district's population of students with disabilities receiving special education programs or services

## When Do We Report?

The Special Education Child Count Collection is a Single Certification collection. It is unique in that although districts users will submit data to MSDS, certification of the collection will be completed by your ISD. You must submit all of your district's student data to the MSDS by the data submission deadline (December 13, 2010). After this date, you will not be able to add records to the collection staging area, however you will be able to edit or delete records. You will work with your ISD and your special education director to complete the Quality Review process. Your authorized ISD Special Education/3WiN Certifier must complete the certification process by the certification deadline (December 22, 2010).



# Student Record Maintenance Collection

You may use the Student Record Maintenance (SRM) Collection to update ~~or correct student~~ data throughout the school year. The data submitted through this collection are used for a variety of purposes:

- **Submit summer graduates for the End-of-summer snapshot**
- ~~**Request primary education providing entity (PEPE) changes**~~
- **Submit enrollment records between general collections and obtain access to student history records**
- **Submit exit records**
- **Update student demographics/program data**
- **Submit curriculum and course information for migrant students**

## Components

| Name | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|
| Submitting Entity | 1 | Required | No | 1 |
| Personal Core | 2 | Required | No | 1 |
| Student Record Maintenance | 3 | Required | No | 1 |
| Entity Demographics | 4 | Required | No | 1 |
| Personal Demographics | 5 | Required | No | 1 |
| General Education FTE | 6 | Optional | No | 1 |
| Program Participation | 7 | Conditional | No | 1 |
| Personal Curriculum | 8 | Optional | No | 1 |
| Homeless Demographics | 9 | Conditional | No | 1 |
| LEP | 10 | Optional | No | 1 |
| Advanced Accelerated | 11 | Optional | No | 1 |
| Migrant | 12 | Optional | No | 1 |
| Title I TAS | 13 | Optional | No | 1 |
| Adult Education | 14 | Conditional | Yes | Unbounded (3 per Adult Ed Count Period) |
| Initial IEP | 15 | Optional | No | 1 |
| Special Education | 16 | Optional | No | 1 |
| **NEW** Early Childhood Special Education Assessment | 17 | Optional | No | 1 |
| Disciplinary Incident | 18 | Conditional | Yes | Unbounded (1 per incident code) |
| Disciplinary Consequence | 19 | Conditional | Yes | Unbounded |
| Attendance | 20 | Required | No | 1 |
| Supplemental Nutrition Eligibility (SNE) | 21 | Optional | No | 1 |
| Migrant Curriculum Courses | 22 | Optional | Yes | Unbounded |

The schema and a sample XML file are also available on the Student Record Maintenance subpage of the CEPI MSDS Web page.

## Whom Do We Report?

### End-of-Summer Snapshot

CEPI recommends that district users report student exits that occurred between the end of the previous school year and the beginning of the current school year. **Users must submit all summer graduates (through August 31) or any exit status changes for students who are part of the most recent four-year cohort through the Student Record Maintenance Collection.** This will be the final disposition that we will use for determining the status of the most recent cohort and this will be the final opportunity users will have to submit graduates (replacing the use of the fall Single Record Student Database submission in prior years). MDE's Office of Career and Technical Education also uses the End-of-Summer Snapshot data as the source data set for Carl D. Perkins annual reporting.

### Request Primary Education Providing Entity (PEPE) Changes

The MSDS will assign a PEPE to every public school student. There may be times when the data do not reflect the correct accountable entity for a student, such as for students with equally split full-time equivalency (FTE) for whom PEPE remains with the previously assigned PEPE. ~~District authorized users should use the SRM Collection to request a change in the PEPE building and/or the PEPE district to ensure that CEPI correctly assigns accountability for a student.~~ Requests to change PEPE assignments must be made online through the Student History screen. This mechanism replaces the accountability repoint requests that were previously available in the Graduation/Dropout Review and Comment Application (GAD).

### Submit Enrollment Records Between General Collections

District users can utilize the SRM Collection to report students who enroll outside of the collection window of a General Collection in order to obtain student history information, look up a student's direct certification status or claim accountability/PEPE. The user will be able to gain access to these functions after the students are enrolled in a user's district. **Enrollment and PEPE information are updated immediately upon certification.**

### Submit Exit Records

As with enrollments, you can report student exits via the SRM Collection. You can do this to ensure that you appropriately updated your PEPE status, to correct exit status for accountability, and, in the future, to provide the accurate roster for assessment purposes. **The MSDS updates PEPE and cohort information immediately upon certification.**

## Update Student Demographics/Program Data

The data stored in the MSDS for a student are considered the source record for accountability. Demographic updates will be phased out of the Office of Educational Assessment and Accountability (OEAA) Secure Site and corrections will have to be made to the student record in the MSDS. In addition, data corrections can be submitted between collections to ensure that the state data accurately reflect the student status. **All student demographic updates occur immediately upon certification.**

## To Correct Previously Certified Data

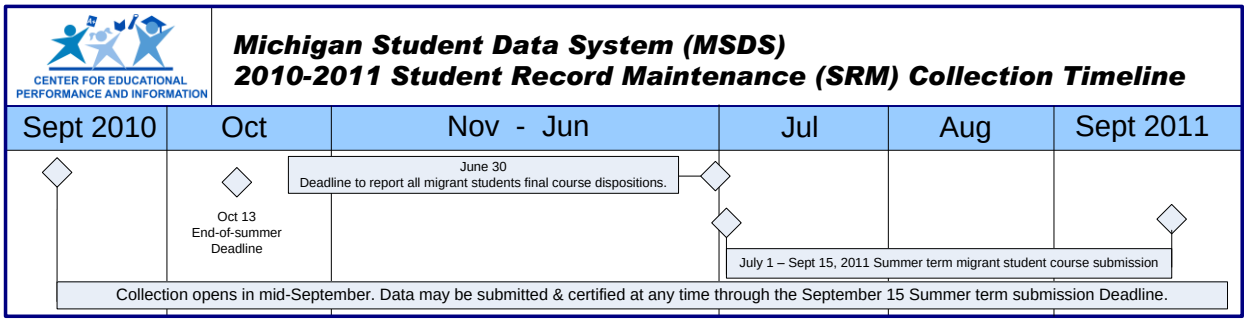
~~The SRM Collection is also a mechanism for correcting data errors submitted in previous collections. The **As of Date** characteristic is used to indicate when the information submitted in the student record was effective.~~ You will now complete the correction of previously certified data through the Student History screens. Please refer to the **MSDS Training Manual** for detailed instructions for data correction.

~~Example:~~
~~A student was submitted in the End-of-Year collection with the District Exit Status 04 (graduated) and an Exit Date of 05/10/2009. The district user discovers that this student did not complete the graduation requirements and should have been reported as a continuing student. The user then submits a Student Record Maintenance record for the student showing District Exit Status 19 (continuing), nothing in the Exit Date characteristic, and 05/10/2009 in the As Of Date characteristic. The MSDS will update the student's record when the record is certified.~~

# When Do We Report?

The Student Record Maintenance (SRM) Collection opens at the beginning of the school year and closes at the end of August. This collection employs ongoing certification, allowing for data to be updated at any time. **All data submitted through the SRM Collection updates a student's history immediately upon certification.**

The End-of-Summer Snapshot uses all of the data that the district user certified through the snapshot deadline with an AS OF DATE prior to September 1, 2011. For the 2010-2011 school year, this deadline is September 27, 2011.



# Supplemental Nutrition Eligibility Collection

The Supplemental Nutrition Eligibility (SNE) Collection is the source of the official October count of enrolled students who are eligible for either free or reduced-price meals or milk through the United States Department of Agriculture Food and Nutrition Service Child Nutrition Program (CNP). CEPI and MDE previously collected these data through three separate sources:

- October reimbursement claims from the Child Nutrition Program (CNP);
- the Michigan Electronic Grants System (MEGS); and
- Field 31: Supplemental Nutrition Eligibility in the Single Record Student Database (SRSD).

The new process will replace the MEGS and SRSD collections, but **it will not replace the CNP claim structure for districts that participate in CNP.**

## Components

| Name | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|
| Submitting Entity | 1 | Required | No | 1 |
| Personal Core | 2 | Required | No | 1 |
| Entity Demographics | 3 | Required | No | 1 |
| Personal Demographics | 4 | Required | No | 1 |
| Homeless Demographics | 5 | Conditional | No | 1 |
| Supplemental Nutrition Eligibility (SNE) | 6 | Required | No | 1 |

The schema and a sample XML file are also available on the Supplemental Nutrition Eligibility subpage of the CEPI MSDS Web page.

## Whom Do We Report?

Report all enrolled students who are eligible for either free or reduced-cost meals or milk programs on October 31. When October 31 falls on a weekend, you must determine eligibility based on the preceding Friday. Do not report students who are not eligible on that date. Identify students as eligible by any of the following methods:

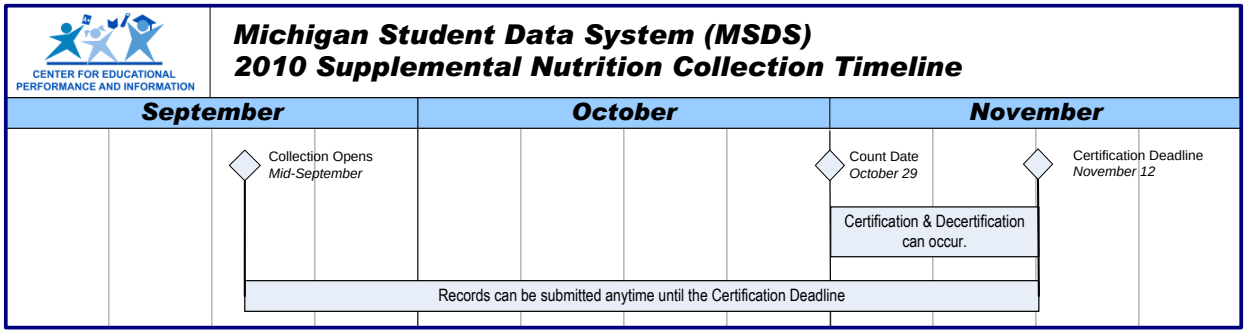
- The student or a sibling in the same household is listed on the Direct Certification Report;
- The family completed an application confirming that it meets income criteria to be eligible;
- The student is homeless or has been identified as homeless during the current school year; or
- The student has a current migrant Certificate of Eligibility (COE) or has been identified as migrant during the current school year.

Participation is not a requirement for eligibility. Neither the attended school nor the student are required to participate in the national school lunch, school breakfast, and/or special milk programs for the student to be found eligible. Non-participating schools (PSAs) must use an eligibility application form that clearly states that no free or reduced-price lunch or breakfast, or special milk program will be provided.

Please refer to the "Component Details" section of this document for additional SNE Component and characteristic specifics.

## When Do We Report?

The Supplemental Nutrition Eligibility Collection is open from the beginning of October through the certification deadline. For the 2010-2011 school year, the certification deadline is November 17. The SNE Collection is a single certification collection. As in the General Collections, users may certify, decertify and certify again as many times as necessary until the certification window closes. Please refer to the MSDS Training Manual for detailed instructions for the decertification process.



# Early Childhood Collection

The Early Childhood Collection is used to gather educational data for children, birth to school age. CEPI uses this data for various state and federal reports, and the Michigan Department of Education's Office of Early Childhood Education and Family Services may use these data to ensure that entities are meeting specific program compliance requirements.

## Components

| Name | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|
| Submitting Entity | 1 | Required | No | 1 |
| Personal Core | 2 | Required | No | 1 |
| Fiscal Entity | 3 | Required | No | 1 |
| Personal Demographics | 4 | Required | No | 1 |
| Early Childhood Programs | 5 | Required | Yes | Unbounded (1 per code) |
| Homeless Demographics | 6 | Conditional | No | 1 |
| Supplemental Nutrition Eligibility (SNE) | 7 | Optional | No | 1 |
| LEP | 8 | Optional | No | 1 |
| Student Record Maintenance | 9 | Required | No | 1 |

The schema and a sample XML file are also available on the Early Childhood Collection subpage of the CEPI MSDS Web page.

## Whom Do We Report?

You should report any child who is receiving early childhood services through an agency or program funded by the state of Michigan. As not all program types listed are funded, you do not need to report data for all programs. We encourage you to report all children, but you are **only required to report children participating in the Great Start Readiness Program (GSRP) and Great Parents/Great Start (GPGS) program**. Do not report *Early On®* students in this collection.

NOTE: You must report preschool-aged children receiving FTE-based special education programming or services for FTE in the Fall and Spring General Collections. If you **fail to submit these students in the membership count (Fall and Spring General Collections), you will receive no foundation payments for them.**

## When Do We Report?

The Early Childhood Collection is open all year, so you can update student participation and program data at any time. The Michigan Department of Education, Office of Early Childhood Education and Family Services will take "snapshot" reports periodically throughout the year. For the 2010-2011 early childhood program year, there are four scheduled reporting periods:

**December 8, 2010: (November 17 snapshot)**

Please report data for children receiving services from the beginning of the 2010-2011 early childhood program year through November 17, 2010. Programs serving children before October 1 should include data for all students who have received services since the beginning of the 2010-2011 early childhood program year. Data entered and certified through December 8 will be included for this snapshot's report and are used for the state headcount submitted to USED.

**February 23, 2011: (February 9 snapshot)**

Please report all new enrollments, changes to services and exits for children receiving services from November 18, 2010 through February 9, 2011. If you inadvertently forgot to report a student's data in your previous snapshot, his/her data should be included in this snapshot. Data entered and certified through February 23, 2011 will be included for this snapshot's report.

**July 13, 2011: (June 30 snapshot)**

Please report all new enrollments, changes to services and exits for children receiving services from February 10, 2011 through June 30, 2011. If you inadvertently forgot to report a student's data in a previous snapshot, his/her data should be included in this snapshot. Data entered and certified through July 13, 2011 will be included for this snapshot's report.

**August 31, 2011: (August 24 snapshot)**

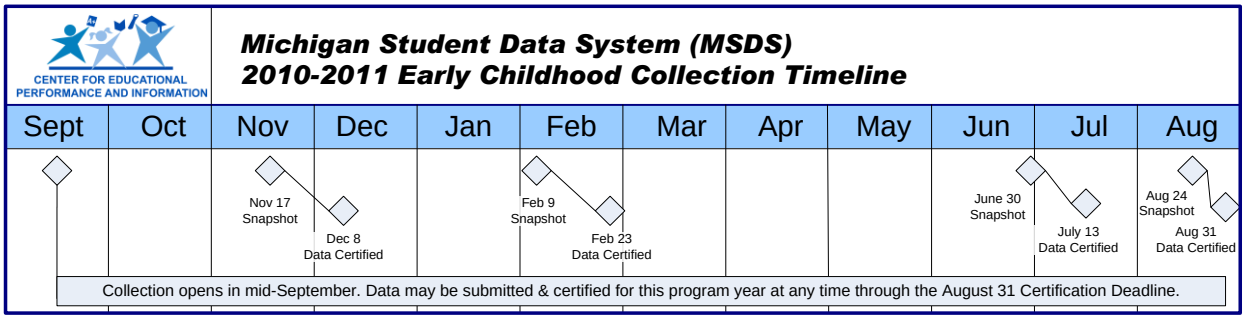
Please report all new enrollments, changes to services and exits for children receiving services from July 1, 2011 through August 24, 2011. You must report students who are not continuing in the same early childhood program next year or who were not previously reported in MSDS with program exit data with the appropriate program exit information in this snapshot. Should your program still be serving students in this early childhood program year, subsequent to August 24, you may report those students' program end dates as the last date the program will be open for this program year. MSDS will accept a future date for that particular characteristic (field). Data entered and certified through August 31 will be included for this snapshot's report. NOTE: If your early childhood programs ended on or before June 30 and all your students were previously reported with exit data, then you have nothing to report for this snapshot. Students funded in the

upcoming early childhood program year will be reported in a separate subsequent MSDS Early Childhood Collection.

Note: Once data have been submitted and certified indicating that a child is enrolled in a program, you do not need to submit a new record for him/her until there is a change in the child's data. For example, you may need to update the child's address or other demographic information, exit him/her from the program when the child is no longer participating, or enroll the child in another program or service. If there are no changes or corrections for the child since the last reporting period, his/her status will automatically be considered continuing as previously reported until such time as another record is submitted and certified for the child.

The following table gives an overview of the early childhood programs and corresponding reporting periods for each.

| Program Type | R – Required<br>O – Optional<br><br>**Report Period** | | | |
|---|---|---|---|---|
| | **Dec.** | **Feb.** | **June** | **Sept.** |
| Great Start Readiness Program (GSRP) | **R** | **R** | **R** | **R** |
| Head Start | O | O | O | O |
| Title I Preschool or Services | O | O | O | O |
| Child Care | O | O | O | O |
| Even Start Family Literacy Program | O | O | O | O |
| 0-3 Secondary Prevention | O | O | O | O |
| Early Head Start | O | O | O | O |
| Great Parents/Great Start (GPGS) | O | O | O | **R** |
| Tuition-Based Preschool | O | O | O | O |
| "Other" | O | O | O | O |



# Component and Characteristic Details

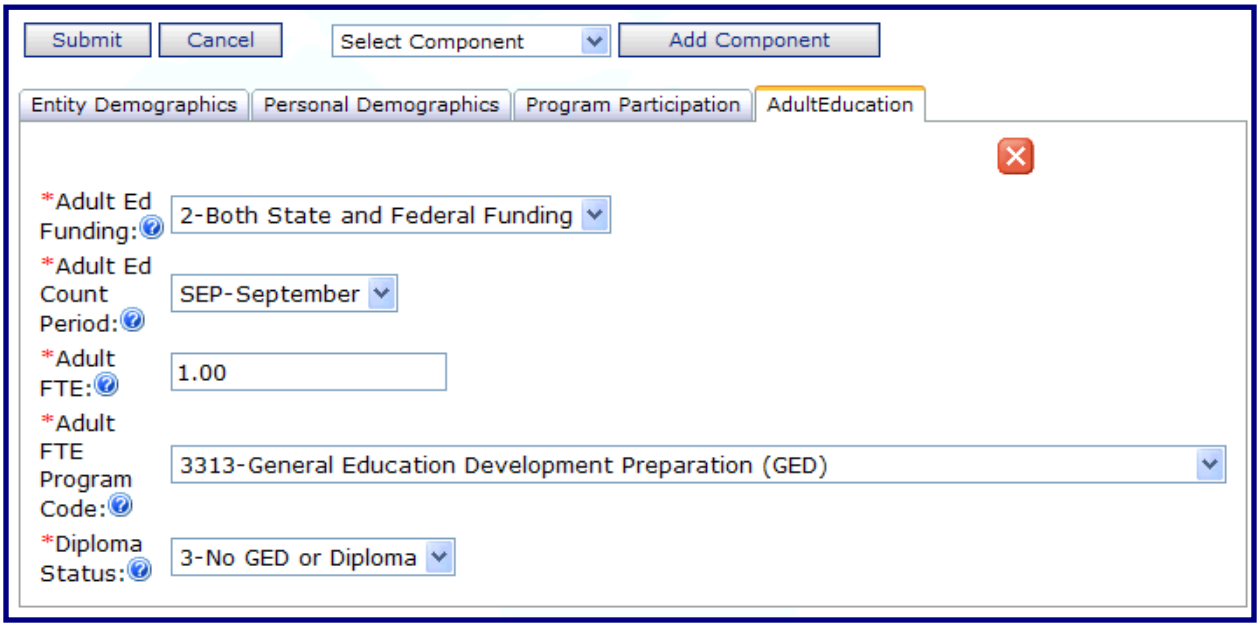
The following pages contain information about each MSDS component and specific information about the component and characteristic business rules. For additional information about data types and other technical definitions and requirements, please refer to the MSDS Technical Support Document, located on the CEPI MSDS Web page.

# Adult Education Component

Report data related to a specific adult education program in which a student participates in the Adult Education component. Submit one Adult Education component for each distinct program. Report a participant in a maximum of three programs per adult education count period. Do not report the student with more than a total of 1.00 FTE per count period, regardless of how many programs (one, two or three) you have reported.

### Characteristic Table

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max Occurrences |
|---|---|---|---|---|---|
| Adult Ed Funding | Value List | 1 | Required | No | 1 |
| Adult Ed Count Period | Value List | 2 | Required | No | 1 |
| Adult FTE | Decimal | 3 | Required | No | 1 |
| Adult FTE Program Code | Value List | 4 | Required | No | 1 |
| Diploma Status | Value List | 5 | Required | No | 1 |




### Component Validation Rules

These rules apply to the Adult Education component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail portion of this section.

## Program Participation Dependency

~~The Adult Education component is conditionally dependent upon the Program Participation component. You are required to submit this component when the student record includes a Program Participation component that contains the adult education code (3310) in the Program Eligibility Participation characteristic. The MSDS will generate a record-level error if the Adult Education component is missing. (This is similar to what was referred to as a "forward dependency" in SRSD.)~~

~~There is also a required dependency between the Program Participation component and the Adult Education component. Whenever you submit the Adult Education component with the student record, you must also submit the Program Participation component, which must contain the adult education code in the Program Eligibility Participation characteristic. The system will generate a record-level error if this dependency is not met. (This is similar to what was referred to as a "backward dependency" in SRSD.)~~

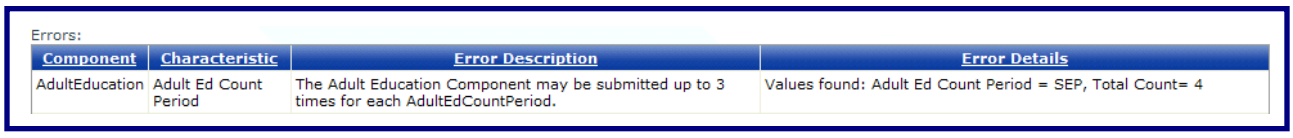
We have removed the Program Eligibility Participation code for Adult Education (3310). Participation in an adult education program is now determined by the presence of the Adult Education component.

## NEW Grade Or Setting Dependency

When you are reporting a student record that contains the Adult Education component, the Grade Or Setting characteristic in the Entity Demographics component of the record must contain code "20." Submitting any other code in this characteristic when the Adult Education component is included in the record will result in an error. Likewise, when you submit a record with code "20" in Grade Or Setting you must also include at least one Adult Education component.

## Maximum Occurrence

For each adult education count period (July, September, February and/or April), you may submit a maximum of three occurrences of the Adult Education component. The system will generate a record-level error if you submit more than three components for any one adult education count period.

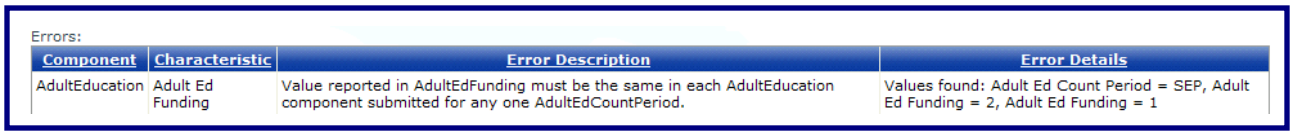


Errors:

| Component | Characteristic | Error Description | Error Details |
|---|---|---|---|
| AdultEducation | Adult Ed Count Period | The Adult Education Component may be submitted up to 3 times for each AdultEdCountPeriod. | Values found: Adult Ed Count Period = SEP, Total Count= 4 |

## Funding Source

When a student record includes more than one component for an adult education count period, all components must contain the same funding source code in the Adult Ed Funding characteristic. The system will generate a record-level error if the reported components contain different values in the Adult Ed Funding characteristic for the same adult education count period.

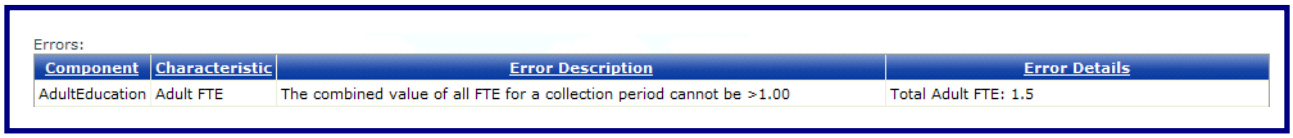


Errors:

| Component | Characteristic | Error Description | Error Details |
|---|---|---|---|
| AdultEducation | Adult Ed Funding | Value reported in AdultEdFunding must be the same in each AdultEducation component submitted for any one AdultEdCountPeriod. | Values found: Adult Ed Count Period = SEP, Adult Ed Funding = 2, Adult Ed Funding = 1 |

## Total FTE

Do not exceed more than 1.00 in total submitted FTE for an adult education participant reported in any one adult education count period. You may report this all in one program or distribute it among up to three programs per adult education count period. If the total FTE submitted in multiple Adult Education components for a single adult education count period is greater than 1.00, the system will generate a record-level error.

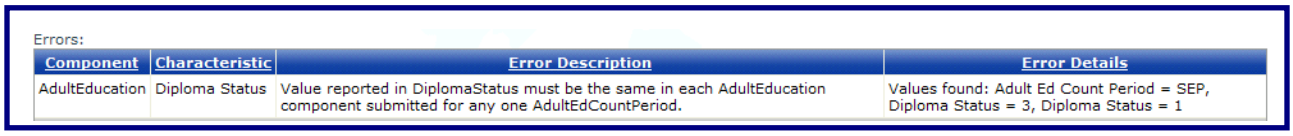


Errors:

| Component | Characteristic | Error Description | Error Details |
|---|---|---|---|
| AdultEducation | Adult FTE | The combined value of all FTE for a collection period cannot be >1.00 | Total Adult FTE: 1.5 |

## Diploma Status

Student records that include more than one component for an adult education count period must contain the same diploma status code in the Diploma Status characteristic in each component. The system will generate a record-level error if components reported for the same adult education count period contain different values in the Diploma Status characteristic.



Errors:

| Component | Characteristic | Error Description | Error Details |
|---|---|---|---|
| AdultEducation | Diploma Status | Value reported in DiplomaStatus must be the same in each AdultEducation component submitted for any one AdultEdCountPeriod. | Values found: Adult Ed Count Period = SEP, Diploma Status = 3, Diploma Status = 1 |

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Adult Ed Funding

**Characteristic System Name**

AdultEdFunding

**Definition**

This characteristic contains the funding source or sources through which the adult education program is provided.

**Use**

These data are used for compensation to the education/service provider.

**Citation**

School Aid Act, MCL 388.1707

**SRSD Reference**

Field 98: Adult Education Participant Funding

**Specification**

List of values (Choose from list).

| Code | Text | Description |
|---|---|---|
| 1 | State Funded Only | Participant is eligible for State funded adult education programs only. |
| 2 | Both State and Federal Funded | Participant is eligible for both State and Federal funded adult education programs. |

**Instructions**

- Choose/enter the code that represents the funding source used for the adult education program and reporting period represented in this component.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- You are required to report this characteristic when you report the Adult Education component. You may not report blanks.
- You must report the same funding source throughout any one reporting period.

  **For example:**

  You report an adult education participant for three separate programs for the September reporting period. The student record includes three separate Adult Education components, one for each program. The funding source given in the Adult Ed Count Period characteristic in each component must be consistent. So if you report the participant with funding source code 1 (state-funded) in one component for the SEP count period, then you must list code 1 in the Adult Ed Funding characteristic for all three components.

**State Of Michigan Contact**

**Department of Energy, Labor and Economic Growth**
Bureau of Workforce Transformation, Office of Adult Learning
State Funds Coordinator Sandy Thelen
517-373-3395
thelens@michigan.gov

**Characteristic Tip**

*When you report more than one Adult Education Component for the count period for the participant, you must report the same funding source reported in each component.*

# Adult Ed Count Period

**Characteristic System Name**

AdultEDCountPeriod

**Definition**

The adult education reporting period during which the student participated in the program reported.

**Use**

These data are used for tracking and for compensation to the education/service provider.

**Citation**

School Aid Act, MCL 388.1707

**SRSD Reference**

No direct reference. (Data were included in fields 99-102.)

**Specification**

List of values (Choose from list).

| Code | Text | Description |
|---|---|---|
| JUL | July | The adult education summer count period. |
| SEP | September | The adult education fall count period. |
| FEB | February | The adult education winter count period. |
| APR | April | The adult education spring count period. |

**Instructions**

- Choose/enter the appropriate code for which the participant is being reported.
- If you enter anything other than one of the codes listed, the system will generate a record-level error and will reject the file upon upload.
- You are required to report this characteristic when you report the Adult Education component.
- You may submit up to three Adult Education components with the same Adult Ed Count Period code.

**State Of Michigan Contact**

**Department of Energy, Labor and Economic Growth**
Bureau of Workforce Transformation, Office of Adult Learning
State Funds Coordinator Sandy Thelen
517-373-3395
thelens@michigan.gov

**Characteristic Tip**

*Submit a maximum of three Adult Education components per count period.*

# Adult FTE

**Characteristic System Name**

AdultFTE

**Definition**

The full-time equivalency (FTE) that the participant spends in the adult education program reported. (Refer to Section 107 of the current State School Aid Act, the Michigan Department of Energy, Labor and Economic Growth's Adult Education Participant Accounting Manual and the Michigan Department of Education's Pupil Accounting Manual for FTE instructions.)

**Use**

These data are used for tracking and for compensation to the education/service provider.

**Citation**

School Aid Act, MCL 388.1707

**SRSD Reference**

No direct reference. (Data were included in fields 99-102.)

**Specification**

Decimal number data type with a fixed length format: N.NN

- Minimum value: 0.00
- Maximum value: 1.00

**Instructions**

- Enter the total FTE for which the participant is eligible for this reporting period and adult education program.
- If you enter anything other than a decimal number, the system will generate a record-level error and will reject the file upon upload.
- If you enter a value greater than 0.00 and you reported the student with a code other than "19" in the District Exit Status characteristic, the system will generate a warning or an error, depending on the District Exit Date:
  - If the District Exit Date is on or after July 1 of the current school year, you will receive a warning. Please confirm that the student was enrolled during the Adult Ed. Count Period for which you are claiming FTE.
  - If the District Exit Date is before July 1 of the current school year, you will receive an error. You may not claim FTE for a student who exited your district prior to the start of the school year.
- You may use either tenths or hundredths, as long as your district is consistent in the use of either one.

- You are required to report this characteristic when you report the Adult Education component.

**State Of Michigan Contact**

**Department of Energy, Labor and Economic Growth**
Bureau of Workforce Transformation, Office of Adult Learning
State Funds Coordinator Sandy Thelen
517-373-3395
thelens@michigan.gov

**Characteristic Tip**

*For any one Adult Ed Count Period, you may proportionally report a total of 1.00 FTE under a maximum of three programs. You must be report each program in a separate Adult Education component.*

# Adult FTE Program Code

**Characteristic System Name**

AdultFTEProgramCode

**Definition**

The adult education program in which the student participates.

**Use**

These data are used for tracking and for compensation to the education/service provider.

**Citation**

School Aid Act, MCL 388.1707

**SRSD Reference**

No direct reference. (Data were included in fields 99-102.)

**Specification**

List of values (Choose from list).

| Code | Text | Description |
|---|---|---|
| 3311 | Adult Basic Education (ABE) | The participant must be 20 years of age or older by September 1 and must not hold a high school diploma or general education development certificate. The participant is determined, by appropriate assessment, to be below ninth-grade level in reading, mathematics, or both, or to lack basic English proficiency. The participant must be tested prior to enrollment and after each 90 hours of attendance with a Michigan Department of Education-approved test.<br><br>Such a participant may be counted until the participant is at or above ninth-grade level in reading and mathematics, or until the individual fails to progress on two successive assessments after having completed 450 hours of instruction. |
| 3312 | English as a Second Language (ESL) | The participant is determined, by appropriate assessment, to lack basic English proficiency. The participant must be tested prior to enrollment and after each 90 hours of attendance with a Department-approved test. A person with a GED or a high school diploma can be enrolled in ESL as a participant at any age.<br><br>Such a participant may be counted until the individual tests as having basic English proficiency or until the individual fails to show progress on two successive assessments after having completed 450 hours of instruction. |

| Code | Text | Description |
|---|---|---|
| 3313 | General Education Development Preparation (GED) | The participant must be 20 years of age or older by September 1, and must not hold a high school diploma or a GED certificate. The participant must be tested every 90 hours of attendance.<br><br>Such a participant may be counted until the individual passes the general education development exam or until the individual fails to show progress in two successive tests used to determine readiness to take the GED exam after having completed 450 hours of instruction. |
| 3314 | High School Completion (HSC) | The participant must not already hold a high school diploma. The individual must be 20 years of age by September 1. Participants 18 and older with a GED may be enrolled.<br><br>Such a participant may be counted until s/he earns a high school diploma or until the participant fails to earn credit for two successive semesters or terms in which the participant is enrolled after having completed 900 hours of instruction. |
| 3315 | Job or Employment Training | The participant must be less than 20 years of age on September 1, must hold a high school diploma or GED certificate, must not be attending an institute of higher education and must be referred by his/her employer.<br><br>The participant must be in need of remedial mathematics and/or communication art skills and must be assessed every 90 hours of attendance by an appropriate assessment instrument.<br><br>Such a participant may be counted until the participant achieves the requisite skills as determined by appropriate assessment instruments or until the participant fails to show progress on two successive assessments after having completed 450 hours of instruction. |
| 3316 | Michigan Career and Technical Institute (MCTI) | The participant is less than 20 years of age as of September 1, is enrolled in the Michigan Career and Technical Institute (MCTI) and must hold a high school diploma or GED certificate |
| 3317 | Participants permanently expelled under School Code Act 380.1311 or 380.1311A | Effective July 25, 2002, under Public Act 521, a school district may enroll 16- to 19-year-olds in the adult education program, and count them as participants, if the district can show that these individuals were expelled under the State Mandated Expulsion (Revised School Code 380.1311 or 380.1311a) and there is no alternative education program available to these individuals. The individual must be at least 16 years of age but less than 20 on September 1 of the current school year. The individual must not hold a GED certificate or a high school diploma. |

**Instructions**

- Choose/enter the code that represents the adult education program being reported.
- If you enter anything other than one of the codes listed, the system will generate a record-level error and will reject the file upon upload.
- You are required to report this characteristic when you report the Adult Education component.

**Program specific Business Rules**

- **3311: Adult Basic Education (ABE)** - The participant must be 19 years of age or older as of Sept. 1 of the current school year. The participant must not have been previously reported as having graduated or completing a GED (District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42). A warning will be generated during the Quality Review process if the student has previously been reported with one of these District Exit Status codes. The participant may not be reported with Diploma Status code 1 or 2 (must not hold a diploma or GED).
- **3312: English as a Second Language (ESL)** - If the participant is less than 20 years of age as of September 1 of the current school year, then the participant must have been previously reported as having graduated or completing a GED (District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42). A warning will be generated during the Quality Review process if the student has previously been reported with one of these District Exit Status codes. The participant must be reported with code 1 or 2 in the Diploma Status characteristic (must hold a diploma or GED).

  If the participant is 20 years of age or older as of September 1 of the current school year, then the participant has no graduation, diploma or GED status restrictions (may have been reported with District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42 and/or may or may not hold a diploma or GED).
- **3313: General Education Development Preparation (GED)** - The participant must be 19 years of age or older as of Sept. 1 of the current school year and must not have been previously reported as having graduated or completing a GED (District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42). A warning will be generated during the Quality Review process if the student has previously been reported with one of these District Exit Status codes. The participant must not be reported with code 1 or 2 in the Diploma Status characteristic (must not hold a diploma or GED).
- **3314: High School Completion (HSC)** - If the participant is less than 20 years of age as of September 1 of the current school year, then the participant must not have been previously reported as having graduated (District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42). A warning will be generated during the Quality Review process if the student has previously been reported with one of these District Exit Status codes. The student must have completed a GED, and/or must be reported with code 1 in the Diploma Status characteristic (must hold a GED, must not hold a diploma).

  If the participant is 20 years of age or older as of September 1 of the current school year, then the participant must not have been previously reported as having graduated

(District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42). A warning will be generated during the Quality Review process if the student has previously been reported with one of these District Exit Status codes. The participant may or may not have completed a GED but must not hold a diploma (must be reported with Diploma Status code 2).

- **3315: Job or Employment Training** – The participant must be 20 years of age or older as of September 1 of the current school year and must have graduated with a high school diploma or completed a GED (Diploma Status code must be 1 or 2).
- **3316: Michigan Career and Technical Institute (MCTI)** - May only be reported by Operating District 08010 (Delton-Kellogg School District). The participant must be less than 20 years of age as of September 1 of the current school year and must have graduated with a high school diploma or completed a GED (Diploma Status code must be 1 or 2).
- **3317: Participants permanently expelled under School Code Act 380.1311 or 380.1311A** - The participant must be at least 16 but not yet 20 years of age as of September 1 of the current school year and must have been reported as expelled from the last district providing K-12 education (District Exit Status code 10 or Disciplinary Action code 5). The participant must not have been previously reported as having graduated or completing a GED (District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42). A warning will be generated during the Quality Review process if the student has previously been reported with one of these District Exit Status codes. The participant must not be reported with code 1 or 2 in the Diploma Status characteristic (must not hold a diploma or GED).

**State Of Michigan Contact**

**Department of Energy, Labor and Economic Growth**
Bureau of Workforce Transformation, Office of Adult Education
State Funds Coordinator Sandy Thelen
517-373-3395
thelens@michigan.gov

**Characteristic Tip**

*You may report adult education participants with a maximum of three separate programs per Adult Ed Count Period. You must report each program in a separate Adult Education Component.*

# Diploma Status

**Characteristic System Name**

DiplomaStatus

**Definition**

The current educational status of the adult education participant. Indicate if the participant has graduated from the K-12 school system with a high school diploma or has completed a GED.

**Use**

Used in the determination of eligibility for adult education programs.

**Citation**

School Aid Act, MCL 388.1707

**SRSD Reference**

Field 109: Diploma/GED Status (State Membership)

**Specification**

List of values (Choose from list).

| Code | Text | Description |
|---|---|---|
| 1 | (GED) | Participant has received a General Educational Development certificate. |
| 2 | Diploma | Participant has received a High School Diploma. |
| 3 | No GED or Diploma | Participant has received neither a General Education Development certificate nor High School Diploma. |

**Instructions**

- Choose/enter the code which best represents the participant's current educational status.
- If you enter anything other than one of the codes listed, the system will generate a record-level error and the file will be rejected upon upload.
- You must report the same code in Diploma Status in each Adult Education component submitted for any one Adult Ed Count Period.
- You are required to report this characteristic when you report the Adult Education component.

**State Of Michigan Contact**

**Department of Energy, Labor and Economic Growth**
Bureau of Workforce Transformation, Office of Adult Education
State Funds Coordinator Sandy Thelen
517-373-3395
thelens@michigan.gov

**Characteristic Tip**

*When you report more than one Adult Education component for the count period for the participant, the Diploma Status you report must be the same in each component.*

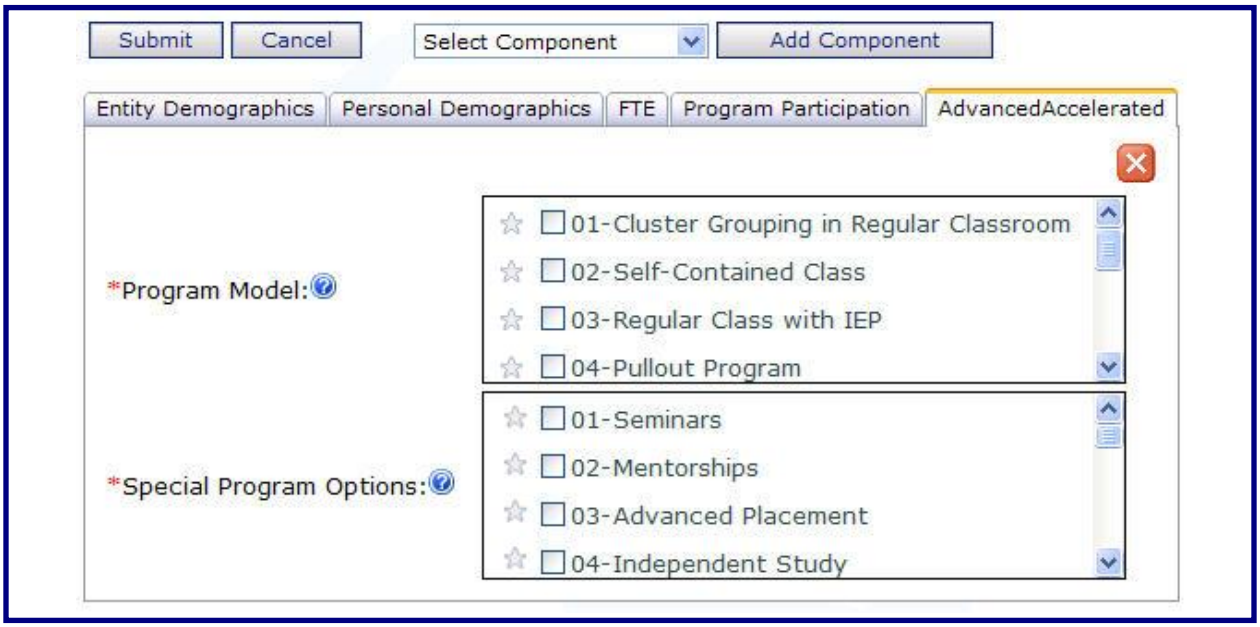
# Advanced Accelerated Component

The Advanced Accelerated component is used to report data related to advanced and/or accelerated programs in which the student participates.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max Occurrences |
|---|---|---|---|---|---|
| Program Model | Value List | 1 | Required | Yes | Unbounded (1 per code)* |
| Special Program Options | Value List | 2 | Required | Yes | Unbounded (1 per code)* |

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.




**Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

**Program Participation Dependency**

~~The Advanced Accelerated component is conditionally dependent upon the Program Participation component. You are required to submit this component when the student record~~

~~includes a Program Participation component that contains a code indicating participation in advanced and/or accelerated programs (3330) in the Program Eligibility Participation characteristic. The system will generate a record-level error if the Advanced Accelerated component is missing.~~

~~The Advanced Accelerated component may not be submitted when the Program Eligibility Participation characteristic does not contains code "3330". The Program Eligibility Participation characteristic must be reported with code "3330" when this component is reported. Record-level errors will be generated if this dependency is not met.~~

We have removed the Program Eligibility Participation code for Advanced Accelerated (3330). Participation in an advanced accelerated program is now determined by the presence of the Advanced Accelerated component.

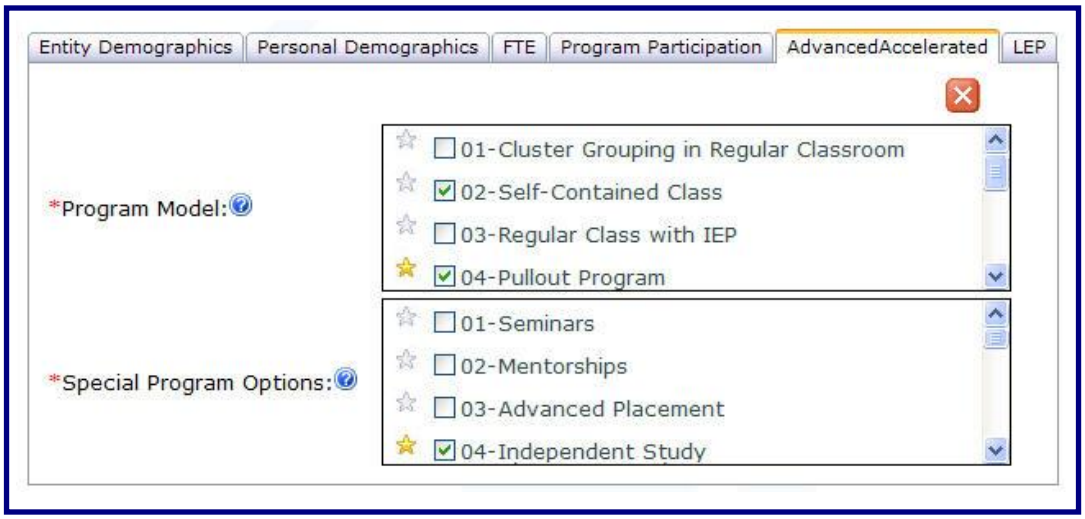
## Primary Codes

This component is not multi-valued; however, you may submit both of the characteristics available through this component multiple times (up to once per code). If more than one occurrence of a characteristic is included, MSDS identifies the code contained in the first occurrence as the primary value for reporting purposes. When entering these data manually, users must identify the primary code by selecting the star next to the code.

You do not need to make sure that the codes contained in the Program Model and Special Program Options characteristics correspond to each other.

**For example:**
A student participates in a Self-Contained Class (02), Pullout Program (04) and Resource Center (05). The program that s/he participates in the most is the Pullout Program, so that is the code that you will submit in the first occurrence of the Program Model characteristic. The student participates by means of a Correspondence Course (12) and Independent Study (04), which you report in Special Program Options. The primary type of study the student utilizes is Independent Study, therefore you submit code 04 first, followed by all other applicable codes in order by the amount of time the student spent utilizing the approach.

For this example, the online form would look like the screenshot at the top of the next page.




The Advanced Accelerated section of this student record in the XML file would look similar to this:

```
<AdvancedAccelerated>
      <ProgramModel>04</ProgramModel>
      <ProgramModel>05</ProgramModel>
      <ProgramModel>02</ProgramModel>
      <SpecialProgramOptions>04</SpecialProgramOptions>
      <SpecialProgramOptions>12</SpecialProgramOptions>
</AdvancedAccelerated>
```

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Program Model

**Characteristic System Name**

ProgramModel

**Definition**

This is the type of advanced and/or accelerated program(s) in which the student participates.

**Use**

The data is used for NCLB, MDE reporting and Michigan legislative annual reports.

**Citation**

School Aid Act, MCL 388.1657, Advanced and accelerated students; Jacob K. Javits Gifted and Talented Students Act, 20 USC 7253c

**SRSD Reference**

Field 69: Program Participation

**Specification**

List of values (Choose from list).

| Code | Text | Description |
|---|---|---|
| 01 | Cluster Grouping in Regular Classroom | The student is with a group of students identified as advanced and accelerated in a classroom purposefully organized to provide planned differentiated instruction most of the time. |
| 02 | Self-Contained Class | The student is in a classroom that consists only of students identified as advanced and accelerated, purposefully grouped so that planned differentiated instruction is provided to them all of the time. |
| 03 | Regular Class with IEP | The student is placed in a regular heterogeneous classroom, but with an individualized education program stating how instruction must be differentiated for him/her. |
| 04 | Pullout Program | The student is released from his/her regular classroom on a scheduled basis to work with a teacher who specializes in educating gifted students. |
| 05 | Resource Center | The student is in a location designated for study beyond that which is provided for in the regular classroom. |
| 06 | Teacher Consultant Services to Classroom Teacher | The student is receiving services from an educator who specializes in educating gifted students, who visits classrooms and who, upon request, offers appropriate strategies, curricular modifications and activities for use with gifted students. |

| Code | Text | Description |
|---|---|---|
| 07 | Academic and Career Counseling | The student receives planned activities, sessions and policies that assist him/her in planning his/her academic career in school and after high school. |
| 08 | Social/ Emotional Counseling | The student receives activities, sessions and policies that assist him/her, when needed, with specific social/emotional needs. |
| 09 | Specialized School | The student is enrolled in a specialized academic or performing arts school, sometimes known as a "magnet school." These schools operate within local or intermediate school districts. |
| 10 | Specialized Activities | Any type of extracurricular activity, during or after school, not defined above. |

**Instructions**

- Choose/enter the code that represents the type of advanced and accelerated program being reported.
- If you enter anything other than one of the codes listed, the system will generate a record-level error and the file will be rejected upon upload.
- You must submit at least one occurrence of this characteristic when you report the Advanced Accelerated component.
- You can submit a maximum of ten occurrences (one per code type) of this characteristic within the Advanced Accelerated component. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.]
- Report the primary program code first, followed by any additional program codes in which the student is participating or has participated during the current school year. (Online entry: click on the star symbol to identify the primary program code)

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Education Improvement and Innovation**
Samuel Sinicropi
517-241-0439
SinicropiS@michigan.gov

**Characteristic Tip**

*When reporting multiple Program Model codes, verify that the first occurrence of this characteristic contains the code for the primary program model in which the student participated at any point during the current school year.*

# Special Program Options

**Characteristic System Name**

SpecialProgramOptions

**Definition**

The educational approach used in the program for the student educational approach used in the program(s) reported in Program Model for the student.

**Use**

The data is used for NCLB, MDE reporting and Michigan legislative annual reports.

**Citation**

School Aid Act, MCL 388.1657, Advanced and accelerated students; Jacob K. Javits Gifted and Talented Students Act, 20 USC 7253c

**SRSD Reference**

Field 70: Special Program Options

**Specification**

List of values (Choose from list).

| Code | Text | Description |
|---|---|---|
| 01 | Seminars | The student is involved in planned sessions with a group of supervised students doing research or advanced study on a specific topic. |
| 02 | Mentorships | The student is involved in a program which pairs individual students with someone who has advanced skills and experience in a particular discipline and serves as a guide, advisor, counselor, and role model. |
| 03 | Advanced Placement | The student is involved in a college-level course provided at a secondary level for which students may receive college credit by examination (administered by the AP Program of the College Board). |
| 04 | Independent Study | The student chooses his/her own topic for research and investigation and receives varying degrees of supervision. |
| 05 | Flexible Scheduling | The student is involved in an administrative practice designed to allow him/her to access appropriate course work, e.g., travel time to high school for a middle school student, late arrival or early dismissal from classes. |
| 06 | Special Clubs | The student is involved in an organized opportunity for advanced and accelerated students during or after school. |

| Code | Text | Description |
|---|---|---|
| 07 | Course/Grade Acceleration | The student is involved in an administrative practice designed to allow him/her to progress through school grades at a rate faster than the average, e.g., early school entrance, content area acceleration, grade skipping, credit by examination, early graduation, etc. |
| 08 | Early Entrance to Kindergarten | The student is admitted to kindergarten prior to normal procedures. |
| 09 | Career Internship | The student is placed in a professional setting for a specified period to learn the skills of that profession. |
| 10 | Dual Enrollment | The high school student is dually enrolled, taking some college courses at a nearby college/university before graduation from school. |
| 11 | Early Graduation | The student completes high school requirements ahead of age-mates and is allowed to graduate at mid-year. |
| 12 | Correspondence Course | The student is enrolled in courses taken by correspondence through a college, university or other accredited institution. |
| 13 | International Baccalaureate | The student is participating in a rigorous, comprehensive program that enhances and extends the quality of the 11th- and 12th-grade course offerings. The internationally recognized IB curriculum provides students with a comprehensive background in English, a foreign language, the social sciences, physical and life sciences, mathematics, and the arts. |
| 14 | Cross-District Cooperative | The student is involved with a group of students organized from several districts, which meets on a regular basis to provide course work/experiences beyond the established curriculum, e.g., advanced mathematics courses and creative writing. |
| 15 | Planned Intervention for Special Populations | The student is involved in appropriate course work and options for special-needs students, e.g., learning disabled/gifted, highly gifted, bilingual. |
| 16 | Options to Support Midwest Talent Search-Identified Students | The student is involved in advanced course work in mathematics and language arts, available for middle school students, dependent upon their SAT/ACT scores. |
| 17 | Academic Team Competition | The student is involved in an organized local, regional, state or national contest in a variety of subject areas. |
| 18 | Other | The student is involved in an option not described above. |

**Instructions**

- Choose/enter the code that represents the Special Program Option you're reporting.
- If you enter anything other than one of the codes listed, the system will generate a record-level error and the file will be rejected upon upload.
- You must submit at least one occurrence of this characteristic when you report the Advanced Accelerated component.
- You can submit a maximum of eighteen occurrences (one per code type) of this characteristic within the Advanced Accelerated component. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.]
- Report the primary code first, followed by any additional Special Program Option codes in which the student is participating or has participated in during the current school year. (On-line entry: click on the star to identify the primary option code)

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Education Improvement and Innovation**
Samuel Sinicropi
517-241-0439
SinicropiS@michigan.gov

**Characteristic Tip**

*When reporting multiple Special Program Option codes, list the primary code first followed by additional codes in the order of the amount of time the student spent utilizing the approach.*

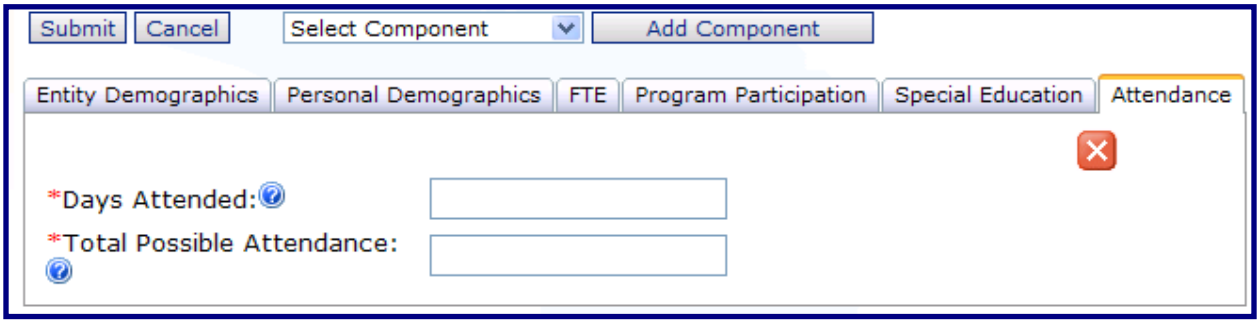
# Attendance Component

The Attendance component is used to collect data related to the student's possible and actual attendance for the current school year.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max Occurrences |
|---|---|---|---|---|---|
| Days Attended | Whole Number | 1 | Required | No | 1 |
| Total Possible Attendence* | Whole Number | 2 | Required | No | 1 |

* The spelling error identified in the schemas for the 2009-2010 school year will not be corrected in the 2010-2011 schemas. The characteristic labels that are in the user interface have been corrected. We are continuing to evaluate options and will keep you informed if we find an acceptable solution that can be implemented next year. Please keep in mind that XML requires using the exact name specified.




**Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

**What Counts as Attendance?**

Count attendance for any part of the school day as a day in attendance. Report participation in half-day kindergarten, special education for preprimary-aged students (3-5 years of age), or any other pupil program as a day in attendance.

## Attendance for Suspended or Expelled Students

Suspensions do not end a student's enrollment in the district. Therefore, consider the days suspended out-of-school absences and do not count them as Days Attended. Include days that school is in session during a student's out-of-school suspension in the Total Possible Attendance. Treat attendance for in-school suspensions as any other school day.

Expulsions may or may not result in the student enrollment ending with the district. If the enrollment ends, then the student no longer has any possible days of attendance. The days expelled for these students are then not absences. If an expelled student is still enrolled in the district, then report the attendance data appropriately, depending on the type of education services the student is receiving.

- If the student is enrolled in an alternative program, then Total Possible Attendance would include the days that the program is in session and the Days Attended would be the days the student actually sat in a chair at the program.

- If the student is in an off-site program (e.g., home based, community, seat-time waiver) then the Total Possible Attendance include the days scheduled for the instructor to meet with the student and the Days Attended include the number of those scheduled days that they actually met.

## Students Educated Off-Site

To report attendance data for students who are educated outside of the normal school setting (i.e., homebound or hospitalized students), include each day that services were offered as part of Total Possible Attendance. Include each day that services were received in Days Attended.

> **For example:**
> A homebound student is scheduled to meet with an instructor to receive services twice a week for a month. The student did not participate in the services two of those scheduled days. The four scheduled days would be added to Total Possible Attendance and the two days that student actually participated would be added to Days Attended.

## Students Attending Multiple Buildings

If a student transfers to a different school within the district during the school year, combine the attendance days across the different schools for reporting. (This means that you would consider attendance in either building as a day in attendance.) You may report attendance data for a student simultaneously attending two or more buildings within a district by using the method above (if there is only one record submitted for the student) or by submitting a separate record for each building. (NOTE: Refer to the Append/Replace section of Unit 1 of the User Training Manual for more information about submitting multiple records for a student within the district.)

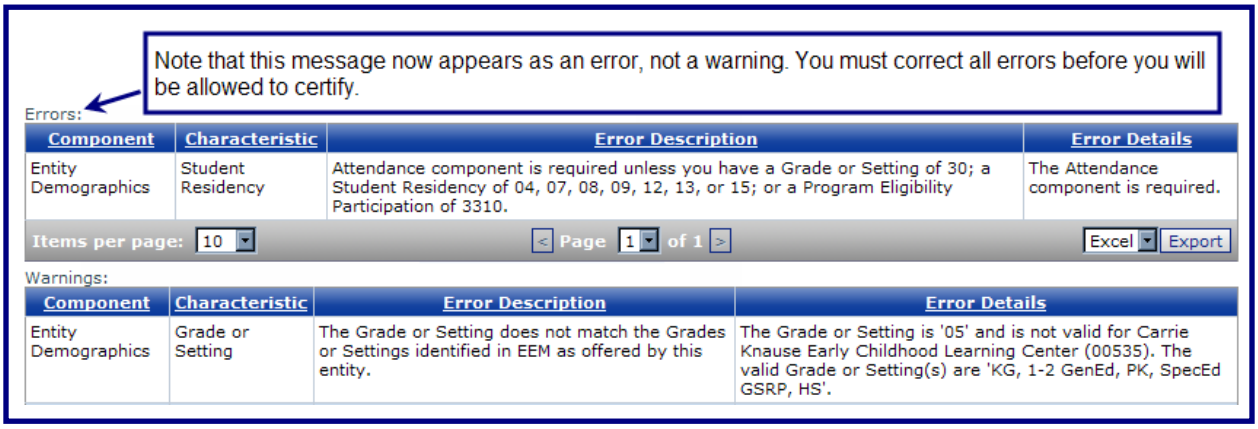
If a student is enrolled in two different districts, then the Total Possible Attendance for each district would equal the expected/required days for each district only.

## Students Enrolling After the Start of the School Year

When a student enrolls after the first day of the school year, do not count the days preceding the enrollment date as absences or include them in Total Possible Attendance.

## Exiting Students

You are required to submit the Attendance component when a student has exited the district (District Exit Status not equal to "19" in the Entity Demographics component) after the start of the current school year (District Exit Date after September 1 of the current school year). The system will generate a record-level ~~warning~~ error when you submit an exiting student without an Attendance component who does not meet one of the criteria for exemption listed at the end of this section.




## Exiting Students between School Years

You must exit students from MSDS whom you reported at the end of the previous school year as continuing (District Exit Status = "19") but who do not return for the new school year. You can accomplish this in either the Student Record Maintenance Collection or Fall General Collection. When you are reporting a student with a District Exit Date of September 1 of the current school year or earlier, you are not required to report an Attendance component. This is because the student's attendance for the previous school year has already been recorded and he or she has no attendance for the current school year. If you report the student with a District Exit Date after September 1 of the current school year but before the fall legislated pupil membership count date, you must include the Attendance component in the student record. (NOTE: If your local student information system will not allow you to exit students with a date prior to the beginning of the school year, you can submit an Attendance component showing the student had both zero days possible and attended. To do this, the exit date must be between September 1 and the count date.)

## End-of-Year General Collection

You are required to submit the Attendance Component for all students reported in the End-of-Year General Collection. Remember that attendance data are cumulative for the entire school

year, not only for the reporting period. Failure to include this component will result in a file-level error.

**Exempt Students**

Attendance data are not required to be reported for students who meet one of the following criteria:

- **Adult education participant** – the student is reported with at least one Adult Education component ~~the code "3310" (Adult Education) in the characteristic Program Eligibility Participation in the Program Participation component~~.
- **Early childhood participant –** the student is reported in grade "30" (Early childhood) in the characteristic Grade or Setting in the Entity Demographics component. This includes children with disabilities participating in early childhood special education programs or services. ~~(Students reported with code "8000" in characteristic Program Eligibility Participation in the Program Participation component and with either code "11" in the Primary Disability characteristic or code "191" or "270" reported in the Program Service Code characteristic in the Special Education component.)~~
- **Non-public student -** student reported with code "04" (Non-resident non-public school student) or "08" (resident non-public school student) in the Student Residency characteristic in the Entity Demographics component.
- **Juvenile detention student –** student is reported with either code "09" (Section 24 juvenile detention facility) or "12" [Section 6(4)(d) non-special education juvenile detention] in the Student Residency characteristic in the Entity Demographics component.
- **Home-schooled students** – student is reported with either code "07" (Home-schooled non-resident) or "15" (Home-schooled resident) in the Student Residency characteristic in the Entity Demographics component.
- **Student with disabilities receiving special education programs/services served by a Department of Community Health (DCH) facility** – student is reported with code "13" (Students with emotional impairments who are served by a DCH facility) in the Student Residency characteristic in the Entity Demographics component.
- **Student exiting the district prior to the start of the current school year** – student is reported with a District Exit Date of September 1 of the current school year or earlier.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Days Attended

**Characteristic System Name**

DaysAttended

**Definition**

The total number of days that the student actually attended or received educational services. (NOTE: This characteristic does not address instructional days or clock hours.)

**Use**

These data are used in part for determination of AYP.

**Citation**

School Aid Act, MCL 388.1704a; Revised School Code, MCL380.1279, 380.1280, 380.1561; NCLB, 20 USC 6311

**SRSD Reference**

Field 21: Attendance

**Specification**

Whole number (integer) data type, format: NNN

- Minimum length: 1
- Maximum length: 3
- Minimum value: 0 (leading zeros not accepted)
- Maximum value: 365

**Instructions**

- Enter the whole number (zero-365) that represents the number of days that the student actually attended class or received educational services.
- If you enter anything other than a whole number, zero through 365, the system will generate a record-level error and the file will be rejected upon upload.
- You are required to submit this characteristic when you report the Attendance component.
- You must submit a value less than or equal to the number submitted in the Total Possible Attendance characteristic.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*Attendance data are cumulative, starting with the first through the last day the student attends.*

# Total Possible Attendance

**Characteristic System Name**

TotalPossibleAttendence

(*We will not be correcting the spelling error identified in the schemas for the 2009-2010 school year in the 2010-2011 schemas. We have corrected the characteristic labels that are in the user interface. We are continuing to evaluate options and will keep you informed if we find an acceptable solution that can be implemented next year. Please keep in mind that XML requires using the exact name specified.*)

**Definition**

The total number of days that education services were available to the student. This is a cumulative number, from the first day the student could have attended (i.e. the first day of the school year, the date of new enrollment, or the beginning of a program [e.g., summer school]) through the last day of attendance (last day of school year, enrollment or program). For additional information about enrollment refer to the characteristic Enrollment Date in the Entity Demographics component. (NOTE: This characteristic does not address instructional days or clock hours.)

**Use**

These data are used in part for determination of AYP.

**Citation**

School Aid Act, MCL 388.1704a; Revised School Code, MCL380.1279, 380.1280, 380.1561; NCLB, 20 USC 6311

**SRSD Reference**

Field 21: Attendance

**Specification**

Whole number (integer) data type, format: NNN

- Minimum length: 1
- Maximum length: 3
- Minimum value: 0 (leading zeros not accepted)
- Maximum value: 365

**Instructions**

- Enter the whole number (zero-365) that represents the number of days that education services were available to the student.
- If you enter anything other than a whole number, zero through 365, the system will generate a record-level error and the file will be rejected upon upload.

- You are required to report this characteristic when you report the Attendance component.
- You must submit this characteristic with a value equal to or greater than the number submitted in the Days Attended characteristic.
- You must submit a value greater than zero in this characteristic when you report it for a student who has exited the district and the District Exit Date characteristic in the Entity Demographics component contains a date that is after the fall legislated pupil membership count date.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record it must contain a code. You may leave the characteristic blank when you enter it through the online form, except when it is part of a required collection.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*Attendance data are cumulative, starting with the first day a student could attend through the last day the student could attend.*

***Special note for exiting students in the fall whom were reported at the end-of-year as expected to continue:*** *If your local SIS requires you to enter an exit date that is later than September 1, you can submit an Attendance component showing the student had both zero days possible and attended, as long as the date is before the fall count date. You should report attendance data this way* ***only*** *when the student did not attend during the current school year.*

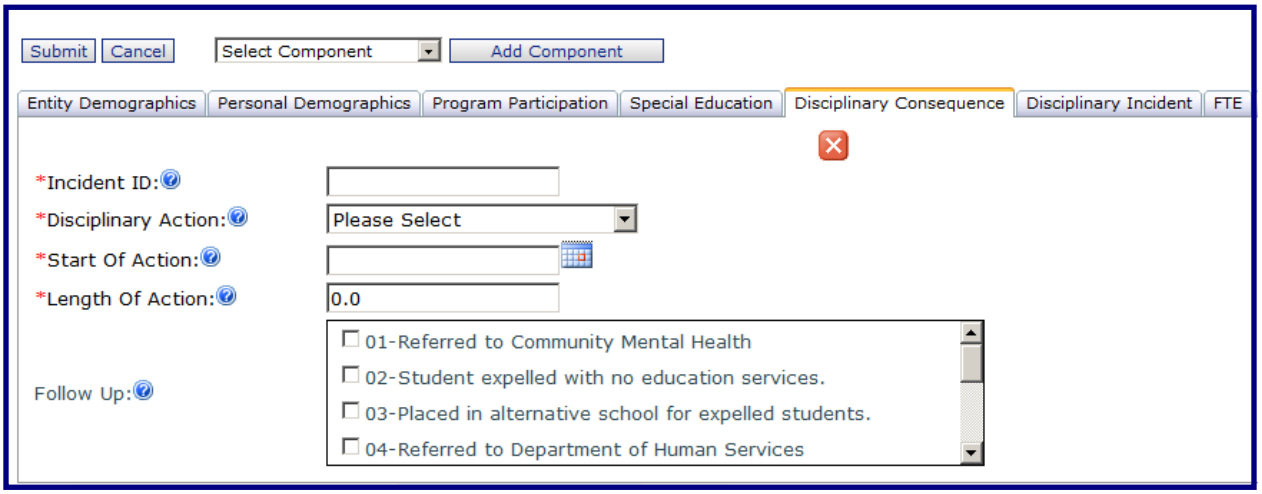
# Disciplinary Consequence Component

Report the same data for general education and special education students in the disciplinary components in MSDS that you would have reported in SRSD. We have combined what were previously known as the "*Structure for Student Expulsion*" and the "*Structure for Special Education Disciplinary Action Fields*" sections of the SRSD, as well as the data reported within those fields.. We use the Disciplinary Consequence component to report the assigned discipline that results from an event in which the behavior of a student or students warranted administrative intervention. Students may experience multiple consequences as a result of any one incident. (See the Disciplinary Incident component for a more detailed explanation.)

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max Occurrences |
|---|---|---|---|---|---|
| Incident ID | Text free form | 1 | Required | No | 1 |
| Disciplinary Action | Value list | 2 | Required | No | 1 |
| Start Of Action | Date | 3 | Required | No | 1 |
| Length Of Action | Decimal Number | 4 | Required | No | 1 |
| Follow Up | Value List | 5 | Conditional | Yes | Unbounded (1 per code)* |

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.




**Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

## What Type Disciplinary Consequences Are Reported?

Disciplinary Data are required to be submitted for any student who is expelled and any student with disabilities receiving special education programs or services who has any of the five disciplinary actions listed. Disciplinary actions other than the five types listed in the MSDS do not need to be reported. It is up to each district to determine when an action falls into one of the categories listed. The Michigan Department of Education has provided the following definitions that may assist you:

- **In-School Suspension** – Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means a school staff member is physically in the same location as students under its supervision. Do not include suspensions that are less than half of a school day.

- **Out-of-School Suspension** – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g. home, behavior center). For students with disabilities receiving special education programs or services, this includes both removals in which no IEP services are provided because the removal is ten (10) days or less, and removals in which the child continues to receive services according to his/her IEP. Do not include suspensions that are less than half of a school day.

- **Removal by a Hearing Officer** – Those instances in which an impartial hearing officer orders the removal of a child with disabilities from his/her current educational placement to an appropriate alternative educational setting for not more than forty-five (45) school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.

- **Unilateral Removal to an Interim Alternative Educational Setting** – [34 CFR 300.530(g)(1)-(3)] [20 U.S.C. 1415(k)(1)(G)(i)-(iii)] *"School personnel* (not the IEP team) *may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:*
    - *carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State educational agency (SEA) or a local educational agency (LEA);*
    - *knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA; or,*
    - *has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA."*

The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's placement. Be sure to report the correct Incident Type code for incidents that result in a Unilateral Removal.

- **Removal for Weapons**– Incidents resulting in a Unilateral Removal for weapons must be reported with one of the following Incident Type codes:

  **20** – Handgun
  **21** – Rifle/Shotgun
  **22 –** Other Firearms
  **23 –** Other Dangerous Weapons

- **Removal for Drugs**– Incidents resulting in a Unilateral Removal for drugs are defined by IDEA as those that involve the use, possession, sale, or solicitation of drugs and must be reported with one of the following Incident Type codes:

  **30** – Drugs/Narcotics
  **31** – Use/Possession of Alcohol

- **Removal for Serious Bodily Injury** –The definition of serious bodily injury per the United States code paragraph (3) of subsection (h) of section 1365 of title 18 [34 CFR 300.530(i)(3)] [20 U.S.C. 1415(k)(7)(D)]:

  *"**(3)** the term "serious bodily injury" means bodily injury which involves—*
  *__(A)__ a substantial risk of death;*
  *__(B)__ extreme physical pain;*
  *__(C)__ protracted and obvious disfigurement; or*
  *__(D)__ protracted loss or impairment of the function of a bodily member, organ, or mental faculty"*

  Incidents resulting in a Unilateral Removal for serious bodily injury should be reported with the most appropriate of the following Incident Type codes:

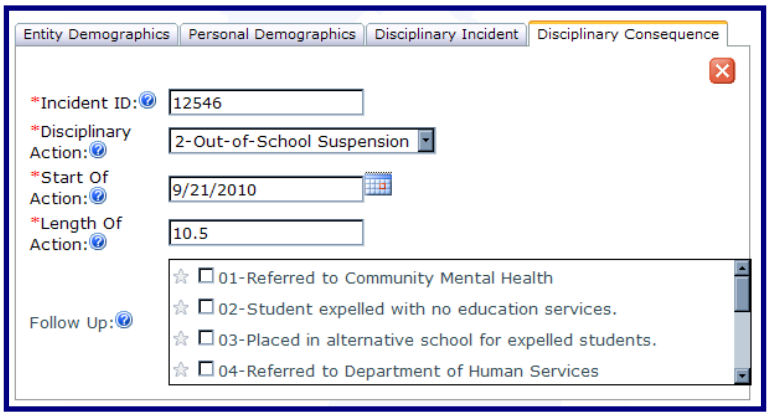
  **01** – Homicide
  **08** – Aggravated/Felonious Assault

- **Expulsion** – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than one year (365 days).

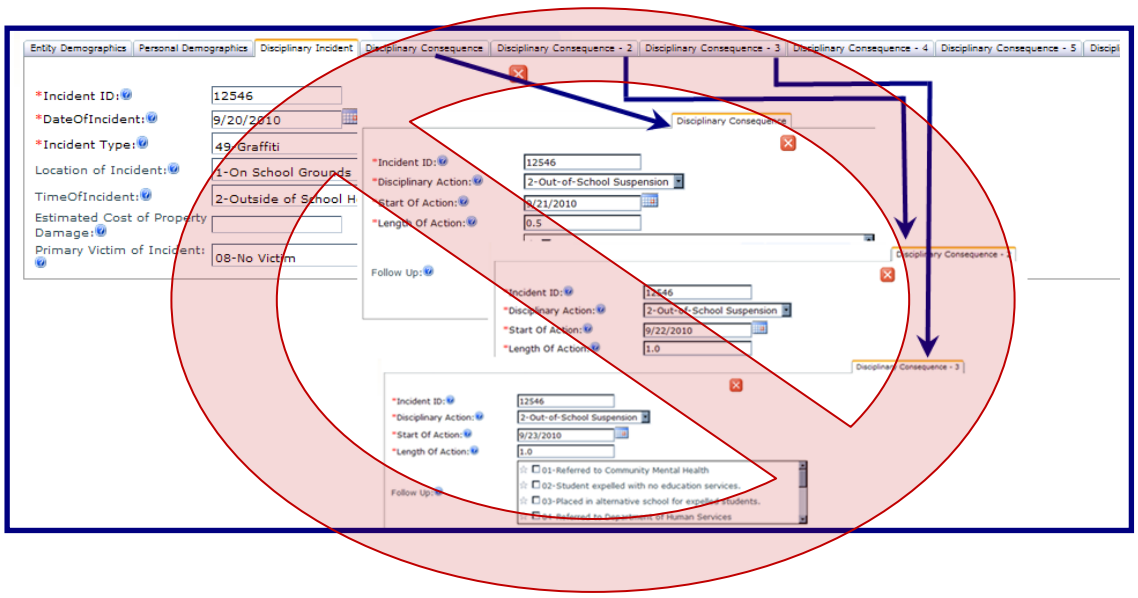
## Reporting Multiple Disciplinary Actions

At times a student may experience multiple disciplinary actions from a single event (incident). For example, the student might receive an in-school suspension for greater than half a day, take the bus home, and is followed up by two-day out-of-school suspension. Both events should be recorded, even though there was only one precipitating action. Consequences may be reported at the same time as the associated Disciplinary Incident component is reported or at any time after within the school year that the consequence occurred. Although it is unlikely that a student would have more than one occurrence of the same disciplinary action (i.e. out-of-school suspension, removal, expulsion) for a single incident, if this should happen report a different date as the Start of Action for each of the consequences.

For example:
If a student is suspended for 10 ½ days, this is one consequence and you should report it in one Disciplinary Consequence component.




Do not report each day as a separate consequence.



## Reporting Expulsions

When you report an expulsion, you must also include the associated Disciplinary Incident component in the same record, **even if it has been previously reported**. For example, before the fall count day a student was suspended for five days immediately following the incident. Both the incident and suspension were reported in the Fall General Collection. At the next Board meeting the student was expelled for the same incident. When you report the expulsion, either in another General Collection or through the Student Record Maintenance Collection, you must include a Disciplinary Incident component along with a Disciplinary Consequence component. Please refer to the Disciplinary Incident component for additional information.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Incident ID

**Characteristic System Name**

IncidentID

**Definition**

Identifier assigned by the operating district to the precipitating incident as reported in Disciplinary Incident component.

**Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

**Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

**SRSD Reference**

None

**Specification**

Free Form Text; accepts both alpha and numeric characters.

- Minimum length: 1
- Maximum length: 10

**Instructions**

- Enter the assigned identifier that represents the event/behavioral incident that resulted in this disciplinary action.
- This characteristic is required when the Disciplinary Consequence component is reported.
- NOTE: Incident ID codes must be unique for the school year within the entity reported in School Facility Number for the associated date (Date of Incident) and type of incident (Incident Type).

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Grants Coordination and School Support,**
**Coordinated School Health and Safety Programs Unit**
Bob Higgins
517-241-4284
HigginsR@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Consequences may be reported at the same time as the associated Disciplinary Incident component is reported or at any time after within the school year that the consequence occurred.*

# Disciplinary Action

**Characteristic System Name**

DisciplinaryAction

**Definition**

The type of discipline that was assigned to the student as a result of the event/behavioral incident reported.

**Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

**Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

**SRSD Reference**

None.

**Specification**

List of values (Choose from list).

| Code | Text | Description |
|---|---|---|
| 1 | In-School Suspension | Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means a school staff member is physically in the same location as students under its supervision. Do not include suspensions that are less than half of a school day. |
| 2 | Out-of-School Suspension | Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g. home, behavior center). For students with disabilities receiving special education programs or services, this includes both removals in which no IEP services are provided because the removal is ten (10) days or less, and removals in which the child continues to receive services according to his/her IEP. Do not include suspensions that are less than half of a school day. |

| Code | Text | Description |
|---|---|---|
| 3 | Removal By Hearing Officer | (Special education participants only) Those instances in which an impartial hearing officer orders the removal of a child with disabilities from his/her current educational placement to an appropriate alternative educational setting for not more than forty-five (45) school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting. |
| 4 | Unilateral Removal | (Special education participants only) Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than forty-five (45) school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's placement. |
| 5 | Expulsion | An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than one year (365 days). |

**Instructions**

- Enter/choose the code that represents the disciplinary action being reported.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- This characteristic is required when the Disciplinary Consequence component is reported.
- Code "3" and "4" are only to be reported for students with disabilities receiving special education programs or services. Reporting either of these codes for students who are not identified as special education participants (record does not include the Special Education component with a valid code in Primary Disability) will generate a record-level error.
- When code "5" is reported, the record must also contain the corresponding Disciplinary Incident component (the Incident ID in both components must match).

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Grants Coordination and School Support,**
**Coordinated School Health and Safety Programs Unit**
Bob Higgins
517-241-4284
HigginsR@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Disciplinary actions other than the five types listed in the MSDS are not reported. It is up to each district to determine when an action falls into one of the categories listed.*

# Start of Action

**Characteristic System Name**

StartOfAction

**Definition**

This is the first day the student began serving the consequence (not the date the consequence was assigned).

**Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

**Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

**SRSD Reference**

No direct reference; similar to Field 113: Date Expelled.

**Specification**

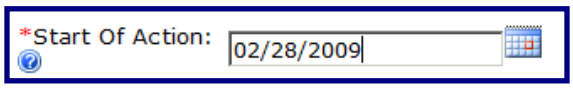
Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD Sample:

<StartOfAction>**2009-02-28**</StartOfAction>

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats, however if you encounter problems switching to the recommended format should resolve them.




- This characteristic is required when the Disciplinary Consequence component is reported.
- Entering anything other than a date in this characteristic will result in a file-level error and the file will be rejected on upload.

- The date reported in this characteristic must be after the student's date of enrollment in the operating district. (Start of Action > District Enrollment Date)
- When the student is exiting the operating district, the date reported in this characteristic must be before the student's date of exit. (Start of Action < District Exit Date)
- The date reported in this characteristic must be equal to or after the Date of Incident reported for the Incident Identifier in the associated Disciplinary Incident component. (Start of Action => Date of Incident)

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Grants Coordination and School Support**
**Coordinated School Health and Safety Programs Unit**
Bob Higgins
517-241-4284
HigginsR@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*This is not the date the consequence was assigned but the first day the student began serving the consequence.*

# Length of Action

**Characteristic System Name**

LengthOfAction

**Definition**

The number of days assigned for the consequence in half-day increments.

**Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

**Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

**SRSD Reference**

No direct reference; similar to Field 114: Length of Expulsion.

**Specification**

Decimal number data type with a fixed length format: NNN.N

- Minimum value: 0.5
- Maximum value: 888

**Instructions**

- This characteristic is required when the Disciplinary Consequence component is reported.
- Entering anything other than a decimal or whole number in this characteristic will result in a file-level error and the file will be rejected on upload.
- When the student has been expelled (Disciplinary Action = "5") then the Length of Action must be less than or equal to 185 or "888". (Length of Action < = 185 or Length of Action = "888")
- When the student is not being expelled (Disciplinary Action < > "5") then the Length of Action must be at least 0.5 but less than or equal to 185. (Length of Action = > 0.5 and Length of Action < = 185)
- When a student with disabilities receiving special education programs or services is reported as being removed by a hearing officer or having a unilateral removal (Disciplinary Action = "3" or "4") then the Length of Action must be less than or equal to 45. (Length of Action < = 45)

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Grants Coordination and School Support**
**Coordinated School Health and Safety Programs Unit**
Bob Higgins
517-241-4284
HigginsR@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Disciplinary actions lasting less than ½ day should not be reported. This characteristic must contain a value of at least 0.5 to 185 or must equal 888. Values greater than 185 and less than or greater than 888 are not accepted.*

# Follow Up

**Characteristic System Name**

FollowUp

**Definition**

The follow-up and/or educational services provided to the student after the start of the disciplinary action being reported.

**Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

**Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

**SRSD Reference**

Field 120: Follow-Up after Expulsion

**Specification**

List of values (Choose from list).

| Code | Text | Description |
|---|---|---|
| 01 | Referred to Community Mental Health | The student was referred to the local Community Mental Health system for addition services. |
| 02 | Student expelled with no education services | The student was expelled and exited from the district with o educational services or referral provided. |
| 03 | Placed in alternative school for expelled students | The student has been expelled but not exited from the district and continues to receive services in an alternate setting. The student record should indicate that the student continues to receive services from the district (District Exit Status code "19"). |
| 04 | Referred to Department of Human Services | The student was referred to the Michigan Department of Human Services for addition services. |
| 05 | Placed in strict discipline academy - MCL 380.1311(3) | The student was placed in a strict discipline academy as defined in MCL 380.1311(3). |
| 06 | Referred to court | The student was referred to the legal/justice system. |

| Code | Text | Description |
|---|---|---|
| 07 | Instructional services to the student at home | Education services provided to the student at his/her home. |
| 08 | No referral | No referral or educational services offered to the student. |
| 09 | Other | A referral or educational service offered to the student but not covered by any of the provided codes. |
| 10 | Instructional Services in non-school/ community location | Instructional services offered to the student in a location other than the student's home or within a school facility. Examples include the public library, community center, church or other public meeting space. |

**Instructions**

- Enter/choose the code that represents the type of referral or educational services being reported.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- A maximum of ten occurrences (one per code type) of this characteristic can be submitted within the Disciplinary Consequence component. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.]
- Report the primary code first, followed by the codes for any other educational services or referrals provided to the student. (On-line entry: click on the star to identify the primary option code)
- This characteristic is required when the Disciplinary Consequence component is reported and the student is reported as expelled (Disciplinary Action = "5").
- This characteristic is required to contain at least one valid code ~~to be reported with code "03," "07" or "10"~~ when a student with disabilities receiving special education programs or services (record includes the Special Education component with a valid code in Primary Disability) and the Length of Action is greater than ten (10) days and for an out-of-school suspension or expulsion (Disciplinary Action contains code "2" or "5").

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Grants Coordination and School Support**
**Coordinated School Health and Safety Programs Unit**
Bob Higgins
517-241-4284
HigginsR@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

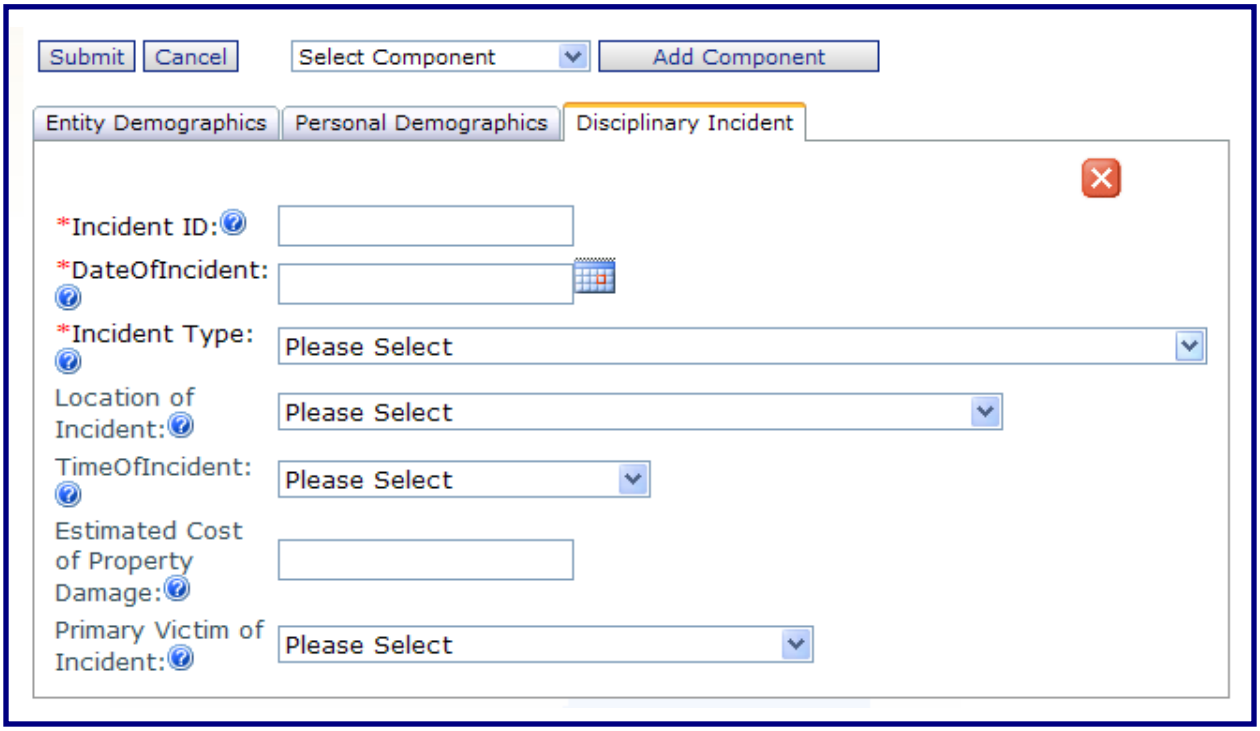
*When a student is provided with more than one type of follow-up service, report the primary or most recent type of follow-up in this characteristic.*

# Disciplinary Incident Component

The disciplinary components in MSDS collect the same data that were collected in SRSD for general education and special education students. The data that were previously collected in the "*Structure for Student Expulsion*" and the "*Structure for Special Education Disciplinary Action Fields*" sections of the SRSD are now combined. The Disciplinary Incident component is used to report an event in which the behavior of a student or students warranted administrative intervention. There should only be one Disciplinary Incident component submitted for an event.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max Occurrences |
|---|---|---|---|---|---|
| Incident ID | Text free form | 1 | Required | No | 1 |
| Date Of Incident | Date | 2 | Required | No | 1 |
| Incident Type | Value List | 3 | Required | No | 1 |
| Location Of Incident | Value List | 4 | Conditional | No | 1 |
| Time Of Incident | Value List | 5 | Conditional | No | 1 |
| Estimated Cost Property Damage | Whole Number (integer) | 6 | Conditional | No | 1 |
| Primary Victim Of Incident | Value List | 7 | Conditional | No | 1 |



**Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

## What Incidents Are Reported?

Incidents resulting in an expulsion are required to be submitted for all students (general education and special education). In addition, for any student with disabilities receiving special education programs or services incident resulting any of the five disciplinary actions listed in the Disciplinary Consequence component (in-school suspension, out-of-school suspension, removal by hearing officers, unilateral removal or expulsion) are required to be reported.

- For students participating in only **general education,** incidents resulting in:
  - Expulsions are required to be reported.
  - In-school suspensions may be reported (optional).
  - Out-of-school suspensions may be reported (optional).
  - May not be reported with Disciplinary Action types "3" or "4" (Removal By Hearing Officer and Unilateral Removal)

- For students participating in special **education programs or services,** incidents resulting in:
  - Expulsions are required to be reported.
  - In-school suspensions are required to be reported.
  - Out-of-school suspensions are required to be reported.
  - Disciplinary Action types "3" or "4" (Removal By Hearing Officer and Unilateral Removal) are required to be reported.

## Multiple Students Reported for a Single Incident

In the event that there are multiple students involved in a single incident, the incident is assigned an identifier which is then used in reporting both the Disciplinary Incident and Disciplinary Consequence components for all students (whenever possible) who receive one of the five types of disciplinary actions (Disciplinary Action in the Disciplinary Consequence component). This allows for better tracking of both the incident and the resulting disciplinary actions. NOTE: If your system does not allow you to connect multiple students to a single incident by using the same identifier, please be sure that the identifier used is at a minimum unique for the reported student within the School Facility. It is imperative that CEPI be able to connect all reported consequences to the correct precipitating incident. Assigning the same identifier to a single student for multiple incidents will cause your data to be incorrectly reported.

## Reporting Incidents for Students Participating in Special Education Programs or Services

All incidents resulting in any of the five defined disciplinary action types (Disciplinary Action in the Disciplinary Consequence component) must be reported for students with disabilities receiving special education programs or services. Depending on the code reported in the Incident Type characteristic, some or all of the conditional characteristics in the Disciplinary Incident component may be required. Please refer to the individual characteristic details for additional information.

## Reporting Incidents for Expelled Students

When a student (general education and special education) is involved in an incident that results in that student's expulsion from the district, all of the characteristics in the Disciplinary Incident component must be reported. The only exception is the characteristic Estimated Cost Property Damage which is only required when the Incident Type reported is "54" (Damage to Property). Please refer to the individual characteristic details for additional information.

## Assigning Incident Identification Codes

Think of the incident identification code as the UIC for the event. This code is used to track disciplinary data associated with the event, including all students who served an associated consequence. Your district may choose to keep incident identification codes unique within the district or building. At a minimum, the MSDS expects the code reported in the Incident ID characteristic to be unique for the school year within the reported School Facility Number for the student.

Once a code has been reported during the current school year, the Date of Incident and Incident Type must be reported with the same values each time a Disciplinary Incident component is reported with that code the Incident ID characteristic.

## Reporting Multiple Incidents Per Student

You may report an unlimited number of Disciplinary Incident components per student record in a single collection. However, each occurrence of the component must be associated with a different event. The code contained in the Incident ID characteristic of each Disciplinary Incident component must be unique within that student record. You must also report a corresponding Disciplinary Consequence component (with the same Incident ID code) for each Disciplinary Incident component in the record.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Incident ID

**Characteristic System Name**

IncidentID

**Definition**

Identifier assigned by the operating district to incident which resulted in disciplinary action.

**Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

**Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

**SRSD Reference**

None

**Specification**

Free Form Text; accepts both alpha and numeric characters.

- Minimum length: 1
- Maximum length: 10

**Instructions**

- Enter the assigned identifier that represents the event/behavioral incident that resulted in one or more reported Disciplinary Consequence components.
- This characteristic is required when the Disciplinary Incident component is reported.
- NOTE: Incident ID codes must be unique for the school year within the entity reported in School Facility Number for the associated date (Date of Incident) and type of incident (Incident Type).

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Grants Coordination and School Support**
**Coordinated School Health and Safety Programs Unit**
Bob Higgins
517-241-4284
HigginsR@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*The same Incident ID should be reported for all students who are disciplined as a result of a single incident.*

# Date of Incident

**Characteristic System Name**

DateOfIncident

**Definition**

This is the date that the incident resulting in disciplinary action occurred (not the date the consequence was assigned).

**Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

**Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

**SRSD Reference**

No direct reference; similar to Field 112: Date Incident Occurred.

**Specification**

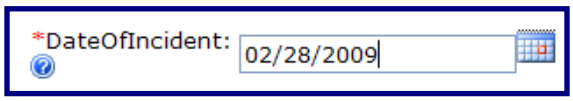
Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD Sample:

<DateOfIncident>**2009-02-28**</DateOfIncident>

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats, however if you encounter problems switching to the recommended format should resolve them.




- This characteristic is required when the Disciplinary Incident component is reported.
- Entering anything other than a date in this characteristic will result in a file-level error and the file will be rejected on upload.

- If the code reported in Incident ID has already been reported during the current school year, the date entered here must match the date previously reported with the Incident ID.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Grants Coordination and School Support,**
**Coordinated School Health and Safety Programs Unit**
Bob Higgins
517-241-4284
HigginsR@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*This is not the date the consequence was assigned but the date that the incident actually occurred.*

# Incident Type

**Characteristic System Name**

IncidentType

**Definition**

The nature of the event or behavioral incident that precipitated the reported disciplinary action.

**Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

**Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

**SRSD Reference**

Field 115: Incident Type

**Specification**

List of values (Choose from list).

Codes used to report incidents of **Violence** (Unjust or unwarranted exercise of force, usually with the accompaniment of vehemence, outrage, or fury).

| Code | Text | Description |
|---|---|---|
| 01 | Homicide* | The killing of one human being by another. |
| 02 | Kidnapping | The unlawful seizure, transportation, and/or detention of a person against her/his will, or of a minor without the consent of his/her custodial parent(s) or legal guardian. |
| 03 | Sexual Assault | Any sexual act directed against another person, forcibly and/or against that person's will; or, not forcibly or against the person's will where the victim is incapable of giving consent. Force or coercion can be used or threatened. Use of authority can be a form of coercion. These incidents are further defined in Sections 750.520b to 750.520e and 750.520g of the Michigan Compiled Laws. |
| 04 | Robbery | The taking or attempting to take anything of value under confrontational circumstances from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear of immediate harm. |

| Code | Text | Description |
|---|---|---|
| 05 | Intimidation/ Stalking | To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack. |
| 07 | Physical Assault | Intentionally causing or attempting to cause physical harm to another through force in violence as defined in Section 380.1310(3)(b) and 380.1311a(12)(b) of the MCL. |
| 08 | Aggravated/ Felonious Assault* | An unlawful attack by one person upon another wherein the offender uses a weapon or displays it in a threatening manner, or the victim suffers obvious severe or aggravated broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness. |
| 09 | Sexual Harassment | Unwanted, repeated, verbal or physical sexual actions, gestures, or verbal or written comments of a sexual nature which are offensive and objectionable to the recipient, cause discomfort or humiliation and interfere with school performance. |

***Using the definition of Serious Bodily Injury per the United States Code paragraph (3) of subsection (h) of section 1365 of title 18, MDE Office of Special Education and Early Intervention Services recognizes these codes for the reporting "Serious Bodily Injury" when a student receiving special education programs or services is unilaterally removed.**

Codes used to report incidents of **Dangerous Weapons** (The violation of laws, ordinances or district policy prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, or other deadly weapons).

| Code | Text | Description |
|---|---|---|
| 20 | Handgun | Use or possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand. |
| 21 | Rifle/Shotgun | Use of a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder, and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of or a single projectile. |
| 22 | Other Firearms | Use of a firearm other than a handgun or a rifle/shotgun, including any weapon converted to expel a projectile; any explosive, incendiary, poison gas, bomb, grenade, rocket/missile, mine, or similar device as defined in the Gun-Free Schools Act. |
| 23 | Other Dangerous Weapons | Use of a dagger, dirk, stiletto, knife with blade over three inches in length, pocket knife opened by mechanical device, iron bar or brass knuckles as defined in Section 380.1313 of the MCL. |

Codes used to report incidents of **Prohibited Substances.**

| Code | Text | Description |
|---|---|---|
| 30 | Drugs/ Narcotics | The violation of laws prohibiting the production, distribution, and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. **Does not include tobacco.** |
| 31 | Use or Possession of Alcohol | Unlawful purchasing, manufacturing, transporting, selling, using or possessing intoxicating alcoholic beverages. |

Codes used to report incidents of **Prohibited Behaviors.**

| Code | Text | Description |
|---|---|---|
| 40 | Burglary | Unlawful entry into a building or other structure, with the intent to commit a crime. |
| 41 | Larceny/ Theft | The unlawful taking, carrying, leading, or riding away of property from the possession, or constructive possession, of another person. |
| 42 | False Alarm | The act of initiating a fire alarm or initiating a warning of a fire or other catastrophe without just cause. |
| 43 | Loitering | The act of being in or about any school building, or in a specifically restricted area of a school building at unauthorized times or without the specific authorization of the school personnel. |
| 44 | Bomb or Similar Threat | The act of making a bomb or similar threat directed at a school building, other school property or a school-related event as defined in Section 380.1311a(2) of the MCL. |
| 45 | Truancy | The act of unauthorized absence from school or classes for a specified period as outlined in the district's attendance policy. |
| 46 | Trespassing | To enter or remain on a public school campus or facility without authorization and with no lawful purpose for entry. |
| 47 | Breaking and Entering | Unlawful entry into a building or other structure. This applies to school buildings or activities related to school functions. |
| 48 | Extortion | To unlawfully obtain money, property or any other thing of value, either tangible or intangible, through the use or threat of force, misuse of authority, threat of criminal prosecution, threat of destruction of reputation or social standing or through other coercive means. |
| 49 | Graffiti | The willful or malicious defacement of any public or private property, real or personal, without the consent of the owner or person having custody or control. |
| 50 | Gambling | The accepting, recording, or registering of bets, or carrying on a game or any other lottery, or playing any game of chance, for money or other item of value. |

| Code | Text | Description |
|---|---|---|
| 51 | Refusal to Identify Self | Refusing to show identification card and/or give correct name when requested to do so by school personnel. |
| 52 | Disruption of the Education Process/ Student Protest Demonstration | Student protest, demonstration or behavior which seriously disrupts any school activity or the orderly and safe operation of the school. |
| 53 | Fraud or Bribery | The intentional use of deceit, a trick or some dishonest means to deprive another of money, property or a legal right. The giving, offering, promising or requesting a commission, gift, or gratuity to another person with intent to influence action. |
| 54 | Damage to Property | The willful or malicious destruction, damage, injury, or disfigurement or defacement of any public or private property, real or personal, without the consent of the owner or person having custody or control. |
| 55 | Arson | To unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device as defined in Sections 750.71 to 750.80 of the Michigan Compiled Laws. |
| 56 | Other | Other behaviors that result in disciplinary action. |

Codes used to report incidents of ***Bias Incidents*** (offenses/infractions or behaviors indicate a motivation by the student to commit the offense because of his/her bias against a racial, religious, ethnic/national-origin, or sexual-orientation group.)

| Code | Text | Description |
|---|---|---|
| 70 | Religion | The offender's actions were motivated, in whole or in part, by a bias against religious beliefs/affiliation (supported by sufficient objective facts). |
| 71 | Disability | The offender's actions were motivated, in whole or in part, by a bias against persons with disabilities (supported by sufficient objective facts). |
| 72 | Racial/Ethnic Intimidation | The offender's actions were motivated, in whole or in part, by a bias against a racial/ethnic group or groups (supported by sufficient objective facts). |
| 73 | Sexual Orientation | The offender's actions were motivated, in whole or in part, by a bias against people's sexual orientation (supported by sufficient objective facts). |

**Instructions**

- Enter/choose the code that represents the nature of the incident being reported.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- This characteristic is required when the Disciplinary Incident component is reported.

- When code "54" (Damage to Property) is reported in this characteristic, a value greater than zero (>0) must be reported in the Estimated Cost of Property Damage characteristic.
- When code "01" (Homicide), "03" (Sexual Assault) "07" (Physical Assault), "08" (Aggravated/Felonious Assault), "20" (Handgun), "21" (Rifle/Shotgun), "22" (Other Firearms), "23" (Other Dangerous Weapon), "44" (Bomb Threat) or "55" (Arson) are reported in this characteristic the optional characteristics Location of Incident, Time of Incident and Primary Victim of Incident must also be reported. (Incident Type = 01, 03, 07, 08, 20, 21, 22, 23, 44 or 55 then Location of Incident, Time of Incident and Primary Victim of Incident must be reported.)
- If the code reported in Incident ID has already been reported during the current school year, the Incident Type code entered here must match the Incident Type code previously reported with the Incident ID.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Grants Coordination and School Support,**
**Coordinated School Health and Safety Programs Unit**
Bob Higgins
517-241-4284
HigginsR@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*If more than one Incident Type applies to this event, report the primary or most recent type. However, if drugs, weapons or bodily injuries are involved report the most severe category that applies.*

# Location of Incident

**Characteristic System Name**

LocationOfIncident

**Definition**

The location, relative to school property, where the incident that precipitated the disciplinary action occurred.

**Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

**Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

**SRSD Reference**

Field 116: Location of Incident

**Specification**

List of values (Choose from list).

| Code | Text | Description |
|---|---|---|
| 1 | On school grounds | A location in a school building or within the boundaries of school property. |
| 2 | In a school vehicle | A location within a school bus or other school-related vehicle. |
| 3 | A school-related function outside of school property | Any location beyond school boundaries where the school still has responsibility for the student (e.g., on a field trip or at an athletic event). |
| 4 | A non-school-related function | A function held at a non-school facility with school knowledge (e.g., a senior class picnic or prom dance). |
| 5 | Other | A location that does not fall into any of the other categories listed. |

**Instructions**

- Enter/choose the code that represents the location where the incident occurred.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.

- This characteristic is required when the Disciplinary Incident component is reported and the characteristic Incident Type contains one of the following codes:
  - "01" (Homicide)
  - "03" (Sexual Assault)
  - "07" (Physical Assault)
  - "08" (Aggravated/Felonious Assault)
  - "20" (Handgun)
  - "21" (Rifle/Shotgun)
  - "22" (Other Firearms)
  - "23" (Other Dangerous Weapon)
  - "44" (Bomb Threat)
  - "55" (Arson)
- This characteristic is required when one of the Disciplinary Action codes associated with the Incident ID is reported as "5" (Expulsion).
- Blanks are not accepted in XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the on-line form.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Grants Coordination and School Support,**
**Coordinated School Health and Safety Programs Unit**
Bob Higgins
517-241-4284
HigginsR@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*If more than one location applies to this event, report the primary or most recent type. However, if drugs, weapons or bodily injuries are reported with this incident, report the location where the most severe behavior occurred.*

# Time of Incident

**Characteristic System Name**

TimeOfIncident

**Definition**

The time, relative to the normal school-day, when the incident that precipitated the disciplinary action occurred.

**Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

**Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

**SRSD Reference**

Field 117: Time of Incident

**Specification**

List of values (Choose from list).

| Code | Text | Description |
|---|---|---|
| 1 | During School Hours | Incident occurred during the hours of regular school operation. |
| 2 | Outside of School Hours | Incident occurred before or after the hours of school operation. |

**Instructions**

- Enter/choose the code that represents the time when the incident occurred.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- This characteristic is required when the Disciplinary Incident component is reported and the characteristic Incident Type contains one of the following codes:
  - "01" (Homicide)
  - "03" (Sexual Assault)
  - "07" (Physical Assault)
  - "08" (Aggravated/Felonious Assault)
  - "20" (Handgun)

- "21" (Rifle/Shotgun)
- "22" (Other Firearms)
- "23" (Other Dangerous Weapon)
- "44" (Bomb Threat)
- "55" (Arson)

- This characteristic is required when one of the Disciplinary Action codes associated with the Incident ID is reported as "5" (Expulsion).
- Blanks are not accepted in XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the on-line form.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Grants Coordination and School Support,**
**Coordinated School Health and Safety Programs Unit**
Bob Higgins
517-241-4284
HigginsR@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*If more than one timeframe applies to this event, report the primary or most recent. However, if drugs, weapons or bodily injuries are reported with this incident, report the code for the timeframe during which the most severe behavior occurred.*

# Estimated Cost of Property Damage

**Characteristic System Name**

EstimatedCostPropertyDamage

**Definition**

The approximate or actual cost of out-of-pocket expense to repair or replace property damaged as a result of the incident that precipitated the disciplinary action.

**Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

**Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

**SRSD Reference**

Field 118: Estimated Cost of Property Damage

**Specification**

Whole number (integer) data type, format: NNNNN

- Minimum length: 0
- Maximum length: 5
- Minimum value: 1 (leading zeros not accepted)
- Maximum value: 99999

**Instructions**

- Enter the dollar amount, rounded to the nearest dollar, for the estimated cost of the property damage associated with this incident.
- Entering anything other than a whole number between 0 and 99999 will result in a file-level error and the file will be rejected on upload.
- This characteristic must contain a value greater than zero (>0) when the Disciplinary Incident component is reported and the characteristic Incident Type contains code "54" (Damage to Property).
- Negative numbers (values <0) are not accepted.
- Blanks are not accepted in XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the on-line form.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Grants Coordination and School Support,**
**Coordinated School Health and Safety Programs Unit**
Bob Higgins
517-241-4284
HigginsR@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Report the actual or estimated costs for repairs or replacement of property, rounded to the nearest dollar, resulting from this incident.*

# Primary Victim of Incident

**Characteristic System Name**

PrimaryVictimOfIncident

**Definition**

The primary person targeted by the behaviors that precipitated the disciplinary action.

**Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

**Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

**SRSD Reference**

Field 119: Primary Victim of Incident

**Specification**

List of values (Choose from list).

| Code | Text | Description |
|---|---|---|
| 01 | Another Student | An individual enrolled in the reporting district or in another district. |
| 02 | Teacher | A person employed as an instructor by the reporting district or another district. |
| 03 | Administrator | A person employed as an administrator by the reporting district or another district. |
| 04 | Other Staff Member | A person employed, in a position other than teacher or administrator, by the reporting district or another district. |
| 05 | School-Based Law Enforcement | A police officer or other law enforcement personnel, assigned to the reporting district or another district. |
| 06 | Contractor or Non-School Personnel | A person, not employed directly by the reporting district or another district, who is assigned to the location where the incident occurred. |
| 07 | School Volunteer | A person who is working at the location where the incident occurred as a volunteer. |
| 08 | No Victim | The incident did not target or victimize another individual. |

**Instructions**

- Enter/choose the code that represents the primary victim of the incident.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- You are required to report this characteristic when you report the Disciplinary Incident component and the characteristic Incident Type contains one of the following codes:
  - "01" (Homicide)
  - "03" (Sexual Assault)
  - "07" (Physical Assault)
  - "08" (Aggravated/Felonious Assault)
  - "20" (Handgun)
  - "21" (Rifle/Shotgun)
  - "22" (Other Firearms)
  - "23" (Other Dangerous Weapon)
  - "44" (Bomb Threat)
  - "55" (Arson)
- You are required to report this characteristic when you report one of the Disciplinary Action codes associated with the Incident ID as "5" (Expulsion).
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Grants Coordination and School Support,**
**Coordinated School Health and Safety Programs Unit**
Bob Higgins
517-241-4284
HigginsR@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*If more than one individual was targeted or victimized in the incident, report the code which best represents the majority of the victims.*

# Early Childhood Programs Component

We use the Early Childhood Programs (EC Programs) component to collect data related to the student's participation in early childhood programs or services. You are required to report it when the student is identified as participating in the Great Start Readiness Program and/or Great Parent Great Start Program. Although this is not a requirement, the Michigan Department of Education's Office of Early Childhood Education and Family Services encourages you to report students participating in any other early childhood programs to assist in longitudinal program evaluations.

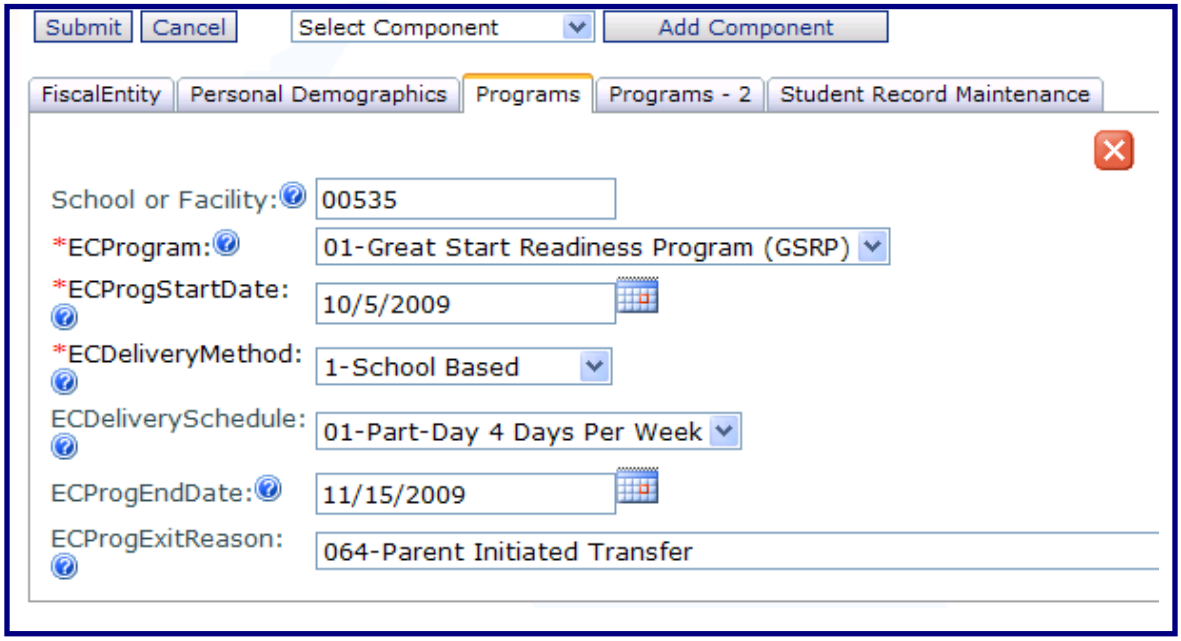
In addition to the Early Childhood Programs component, include in records for students in early childhood programs and/or children receiving these services one or more of the following components:

- Homeless Demographics
- LEP
- SNE

Please refer to the applicable component details for additional information.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| School Facility Number | Numeric Text | 1 | Optional | No | 1 |
| Early Childhood Program | List of Values | 2 | Required | No | 1 |
| Early Childhood Program Start Date | Date | 3 | Required | No | 1 |
| Early Childhood Program End Date | Date | 4 | Required | No | 1 |
| Early Childhood Program Exit Reason | List of Values | 5 | Conditional | No | 1 |
| Early Childhood Delivery Method | List of Values | 6 | Optional | No | 1 |
| Early Childhood Delivery Schedule | List of Values | 7 | Optional | No | 1 |




## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

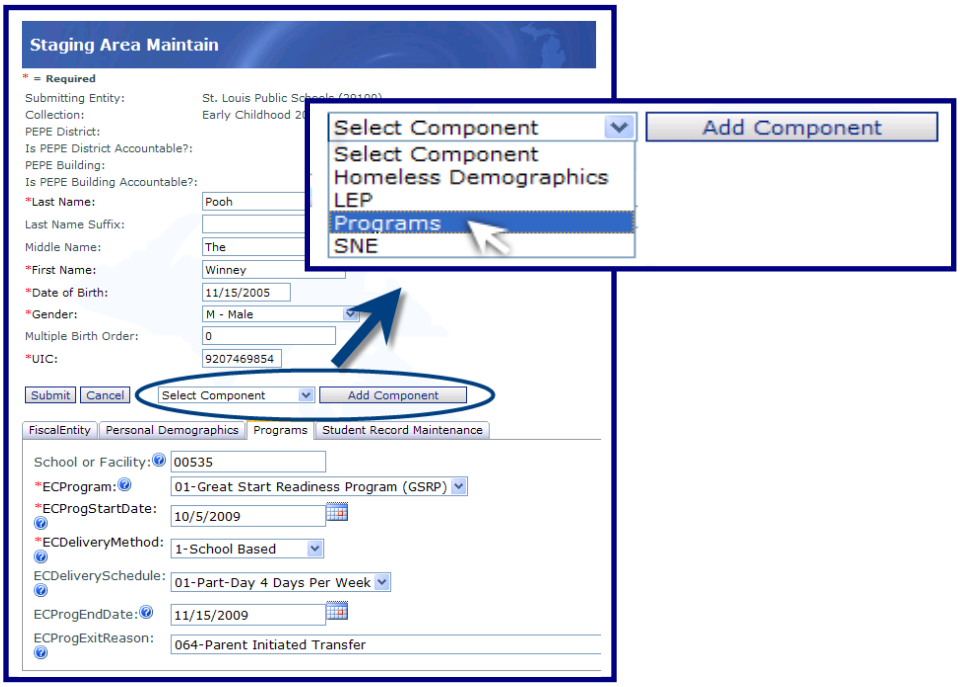
### When Is This Component Required?

You must report the Early Childhood Programs component when a student is receiving services through or participating in the Great Start Readiness Program or Great Parent Great Start Program.

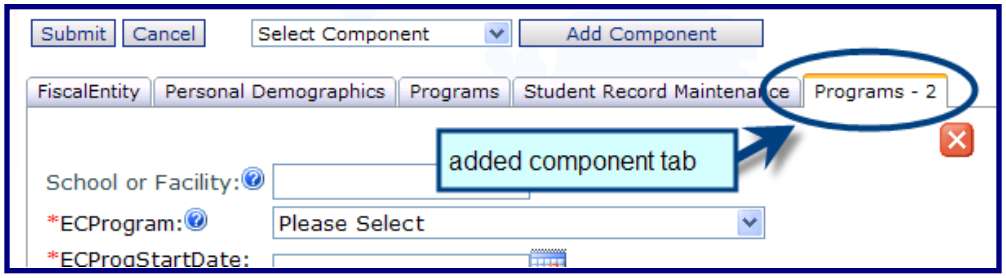
| Program Type | R – Required<br>O – Optional<br><br>Report Period | | | |
|---|---|---|---|---|
| | Dec. | Feb. | June | Sept. |
| Great Start Readiness Program (GSRP) | **R** | **R** | **R** | **R** |
| Head Start | O | O | O | O |
| Title I Preschool or Services | O | O | O | O |
| Child Care | O | O | O | O |
| Even Start Family Literacy Program | O | O | O | O |
| 0-3 Secondary Prevention | O | O | O | O |
| Early Head Start | O | O | O | O |
| Great Parents/Great Start (GPGS) | O | O | O | **R** |
| Tuition-Based Preschool | O | O | O | O |
| "Other" | O | O | O | O |

## How Do I Report a Student in Multiple Programs?

Report a student in multiple programs by simply adding an additional Programs component from the *Add Component* selection area for each additional program to be included.




When you add a new EC Programs component, the original Programs component will remain in the student record and a new component will display, ready for data entry.




Each time you add an EC Programs component, the system adds a new tab with a number in the title indicating the order in which it was added. In this case, "Programs – 2" indicates that this is the second EC Programs component for this student record. If you add a component and then later wish to delete it, click on the red box with the "X" located in the upper right corner of the component tab. For more tips on working with the MSDS system, please refer to the MSDS District User Training Manual located on the CEPI MSDS Web page.

The EC Programs section of a student record with two programs reported in the XML file would look similar to this:

```
<ECPrograms>
        <SchoolFacilityNumber>00535</SchoolFacilityNumber>
        <ECProgram>01</ECProgram>
        <ECProgramStartDate>2009-10-05</ECProgramStartDate>
        <ECDeliveryMethod>1</ECDeliveryMethod>
        <ECDeliverySchedule>01</ECDeliverySchedule>
        <ECProgramEndDate>2009-11-15</ECProgramEndDate>
        <ECProgramExitReason>064</ECProgramExitReason>
</ECPrograms>
<ECPrograms>
        <ECProgram>05</ECProgram>
        <ECProgramStartDate>2009-12-15</ECProgramStartDate>
        <ECDeliveryMethod>2</ECDeliveryMethod>
        <ECDeliverySchedule>02</ECDeliverySchedule>
 </ECPrograms>
```

## How Do I Exit a Student From an Early Childhood Program?

Exit a child who is no longer receiving early childhood services or who is no longer participating in an early childhood program from the program based on the date the child last received services. Report the student record with the Early Childhood Programs component, including appropriate data in the EC Program End Date and EC Program Exit Reason characteristics. You must report all students in the Great Start Readiness Programs with the appropriate exit data by the final Early Childhood Collection snapshot for that program year, even though some students may continue in the same program in the next early childhood program year. The final snapshot for this early childhood program year is August 25 (with a September 1 certification date).

## Which Characteristics Am I Required to Report?

You must include the following characteristic data in each program component that you report for a student:

- EC Program
- EC Program Start Date
- EC Delivery Method

If you fail to submit all of the above data, you will receive record-level errors. You should also report some students with the following data:

- EC Delivery Schedule
- EC Program End Date
- EC Program Exit Reason

**For example:** You are only required to report the EC Delivery Schedule for students in Great Start Readiness Programs (Program Code 01) or Head Start Programs (Program Code 03). If you are reporting a different early childhood program and one of the delivery schedules listed is appropriate, you may report it. If you are reporting a different early childhood program and the appropriate delivery schedule is not listed, do not report that characteristic.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# School Facility Number

**Characteristic System Name**

SchoolFacilityNumber

**Definition**

The five-digit code as assigned to the building in the official Educational Entity Master.

Please refer to the Educational Entity Master glossary for definitions. The glossary is located in the upper right corner of the EEM Web page: http://cepi.state.mi.us/eem.

**Use**

CEPI and MDE use these data for grant compliance, tracking and for federal and state reporting requirements.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

Field 5: School or Facility

**Specification**

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

**Instructions**

- You are required to report this characteristic when the early childhood program or service that you reported in the EC Programs component is provided by a public school district.
  - Report the five-digit EEM code for the building where the child receives the program or service.
  - If the location is not identified in EEM, (i.e., services provided in a home or community setting), enter the five-digit EEM code for the building that is reported as the assignment in the Registry of Educational Personnel (REP) for the primary district personnel providing the program or service.
- When you report this characteristic, it must contain a valid Entity Code from the EEM. Otherwise, the system will generate a record-level error.
- When you report this characteristic, the identified school/facility must have been identified as "open/active" in the EEM for the time period of enrollment or the system will generate a record-level error. (Must have an EEM open date equal to or before

the EC Start Date and when an EEM closed date is reported, the date must be after the EC End Date.)

- You must submit a valid entity identification code in this characteristic when the student record also includes the SNE component (Supplemental Nutrition Eligibility).
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
517-373-8483

**Characteristic Tip**

*Report the School/Facility Number when the early childhood program or service is provided by public school district personnel.*

# Early Childhood Program

**Characteristic System Name**

ECProgram

**Definition**

The early childhood program or service provided to the child.

**Use**

MDE and CEPI use these data to determine program compliance and funding, and for the EDEN preschool headcount submission, as well as for the National Institute for Early Education Research.

**Citation**

School Aid Act, MCL 388.1632d(4), 388.1632/(4)

**SRSD Reference**

Similar to Field 52: Early Childhood Enrollment

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 01 | Great Start Readiness Program (GSRP) | Center-based preschool or home-based services for children who are 4 years old on or before December 1 and who may be at risk of school failure. Each child must have two of the 25 identified risk factors; more than 50 percent of the children must meet the current definition for low income. This program is funded under the State School Aid Act, Section 32d, 37-40, or through a competitive Great Start Readiness Program grant (Section 32l.) |
| 03 | Head Start | Children 3 through 5 years of age served in school districts by local grantees or delegates of the federal Head Start program. Intended to serve children whose family income is at or below federal poverty guidelines and in some cases up to 130 percent of the poverty guidelines. |
| 04 | Title I Preschool | A program for children who are not yet age-eligible for kindergarten in districts that provide services utilizing Title I, Part A of the Elementary and Secondary Education Act (ESEA), as long as they follow current rules for preschool services under Title I. |

| Code | Text | Description |
|---|---|---|
| 05 | Child Care | Children, birth-to-kindergarten ages, receiving services in a classroom program provided through a regular or community education program. Child-care reimbursement may be provided by the Department of Human Services or scholarships. |
| 06 | Even Start Family Literacy Program | Children, from birth through age 7, in programs that integrate early childhood education, adult literacy or adult basic education and parenting education into a unified family literacy program. Funding is through Part B (subpart 3) of Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act.* |
| 10 | Early Head Start | Children, from birth to age three, served in school districts by local grantees of the federal Head Start program. |
| 11 | Great Parents Great Start (GPGS) | Children, from birth to age 5, whose parents are receiving intensive parenting services through intermediate school district activities. Funded under the State School Aid Act, Section 32j. |
| 17 | Tuition-Based Preschool | Children, birth-to-kindergarten age, receiving services in a classroom program provided through a regular or community education program. Parents pay tuition to enroll their children. |
| 99 | Other Program | District-sponsored programs not defined above. Free, comprehensive programs not operated with state or federal funds. |

**Instructions**

- Choose/enter the code that represents the early childhood program or service you wish to report.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when you submit the EC Programs component.

**Program-Specific Business Rules**

- **Great Start Readiness Program (GSRP):**
  - The child must be at least 4 but not yet 5 years of age as of December 1 of the current program year;
  - The child may only be in one GSRP program at a time statewide;

  - A child in a full-day GSRP program cannot receive a partial or alternate day in any other funded classroom program (Head Start, Title I, Special Education full FTE). The blended GSRP/Head Start (full-day) is recorded as Head Start and part-day GSRP.
  - You must report the delivery method (school, community or home based) and the delivery schedule (part/full/alternate day and days per week).
  - The child must be exited by the end of the program year.
- **Head Start**:
  - A child in a full-day Head Start program cannot be enrolled in GSRP at the same time.
  - You must report the delivery method (school, community or home based) and the delivery schedule (part/full/alternate day and days per week).
- **Title I Preschool or Services:** No program-specific business rules apply.
- **Child Care:** No program-specific business rules apply.
- **Even Start Family Literacy Program**: No-program specific business rules apply.
- **Early Head Start:** The child must be younger than 3 years old. The child must be exited as of his/her third birthday.
- **Great Parents/Great Start (GPGS):** The child must be younger than 5 years old as of December 1.
- **Tuition-Based Preschool:** No program-specific business rules apply.
- **"Other":** No program-specific business rules apply.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
517-373-8483

**Characteristic Tip**

*If you are unable to certify your collection because another district authorized user included one of your students in his or her Early Childhood Collection, you need to contact the other district user to determine which of you should report the student and for what period of time (program start/end dates).*

# Early Childhood Program Start Date

**Characteristic System Name**

ECProgramStartDate

**Definition**

The date (month, day and year) the child first participated in a program or received services through the early childhood program reported.

**Use**

CEPI and MDE use these data for grant compliance, tracking and for federal and state reporting requirements.

**Citation**

School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i

**SRSD Reference**

None

**Specification**

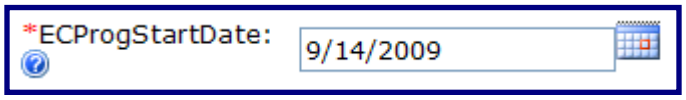
Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<ECProgramStartDate>**2009-09-14**</ ECProgramStartDate >

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.




- You are required to report this characteristic when you report the EC Programs component.
- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- The date you report in this characteristic must be equal to or after the child's Date of Birth AND must be equal to or before the system date (the current date). The system will generate a record-level error if either rule is not followed.

- The date you report must be equal to or after the open date for the Fiscal Entity as recorded in EEM. The date must also be before the reported closed date in EEM if the Fiscal Entity is closed. [EC Program Start Date >= Fiscal Entity open date AND (if entity is closed) < Fiscal Entity closed date]
- The date you report must be equal to or after September 1 of the current school year for a child reported in a Great Start Readiness Program (ECProgram = 01).
- The date you report must be equal to or before September 15, 2010 for a child reported in a Great Start Readiness Program (ECProgram = 01).

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
517-373-8483

**Characteristic Tip**

*Some grants require a program to start by October 1. You should include a student who receives services during this early childhood program year and who exits prior to October 1 in your November Early Childhood Collection snapshot.*

# Early Childhood Program End Date

**Characteristic System Name**

ECProgramEndDate

**Definition**

The date (month, day and year) the child last participated in a program or received services through the early childhood program reported.

**Use**

CEPI and MDE use these data for grant compliance, tracking and for federal and state reporting requirements.

**Citation**

School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i

**SRSD Reference**

None

**Specification**

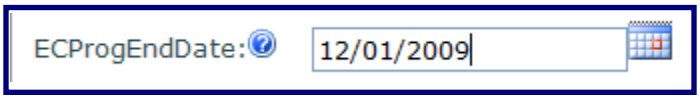
Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<ECProgramEndDate>**2009-12-01**</ ECProgramEndDate >

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.




- You must report this characteristic when you submit a valid code in the EC Program Exit Reason characteristic.
- You must report this characteristic when the Fiscal Entity reported is closed in EEM.
- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- You must submit this characteristic by the final collection date for this program year for children reported in the Great Start Readiness Program (ECProgram = 01).

- The date contained in this characteristic must be equal to or after the date you reported in the EC Program Start Date for this program, or the system will generate a record-level error.
- The date you report must be equal to or after the open date for the Fiscal Entity as recorded in EEM. The date must also be before the reported closed date in EEM if the Fiscal Entity is closed. [EC Program End Date >= Fiscal Entity open date AND (if entity is closed) < Fiscal Entity closed date]
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless it is required by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
517-373-8483

**Characteristic Tip**

*Some grants require a program to start by October 1. You should include a student who receives services during this early childhood program year and who exits prior to October 1 in your Early Childhood Collection.*

# Early Childhood Program Exit Reason

**Characteristic System Name**

ECProgramExitReason

**Definition**

The primary reason for the child leaving the reported early childhood program or service.

**Use**

CEPI and MDE use these data for grant compliance, tracking and for federal and state reporting requirements.

**Citation**

School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i

**SRSD Reference**

Field 53: Early Childhood Exit/Completion Reason

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 063 | Program Completed | Used for a child who enrolled and completed a regularly scheduled or prescribed program. This code applies to children who successfully completed the program OR who have "aged out" of the program or the program has reached the end of the school/program year. |
| 064 | Parent Initiated Transfer | Parent makes a request to transfer out of one early childhood program and into another early childhood program; e.g., from Head Start to a Great Start Readiness Program or Early Childhood Special Education, etc. This request results in the child making a transfer prior to completion of the original program. |
| 065 | Program Initiated Transfer (e.g., special ed. referral) | Program staff makes a referral to another early childhood program which results in parental consent to transfer the child from the current program into a different early childhood program. (e.g., special education referral) |
| 066 | Child's Behavior Does Not Meet Expectations (e.g., expulsion) | Program staff is not able to accommodate a child with extreme behaviors that may result in injury to other children and staff and/or make program management impossible. (e.g., expulsion) |

| Code | Text | Description |
|---|---|---|
| 067 | Parent Withdrew Child (e.g., move from district, no information on subsequent program, etc.) | Parent withdraws child for any reason. This would include families moving out of the district. |
| 068 | Death of Child | The child has died. |
| 069 | Program Termination (e.g., license expired, lack of enrollment, insufficient funds, staffing issues, building condemned, etc.) | The program has closed and is no longer providing services. (e.g., license expired, lack of enrollment, insufficient funds, staffing issues, building condemned, etc.) |
| 999 | Other Reason or Reason Unknown/Un-determined | The child left for a reason other than those above or the reason is unknown. |

**Instructions**

- Choose/enter the code that best represents the reason the child is no longer participating in the early childhood program or service.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when you report a valid date in the characteristic EC Program Exit Date.
- Do not report blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record it must contain a code. You may leave the characteristic blank when you enter it through the online form unless you are required to submit it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
517-373-8483

**Characteristic Tip**

*You must provide a program exit reason whenever you report a child as no longer receiving services.*

# Early Childhood Delivery Method

**Characteristic System Name**

ECDeliveryMethod

**Definition**

The primary location where the child attends the reported program or receives early childhood services.

**Use**

CEPI and MDE use these data to determine program compliance, funding and for EDEN preschool headcount submission, as well as for the National Institute for Early Education Research.

**Citation**

School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 1 | School based | Programs and/or services are provided within a facility identified in EEM as a school. |
| 2 | Community based | Programs and/or services are provided in a facility identified in EEM as a unique educational program (UEP) or not listed in EEM. |
| 3 | Home based | Programs and/or services are provided within the child's home. |

**Instructions**

- Choose/enter the code that best represents the primary location where the child participates in the early childhood program or service.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the EC Programs component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
517-373-8483

**Characteristic Tip**

*Report students receiving both school and home-based services as school-based.*

# Early Childhood Delivery Schedule

**Characteristic System Name**

ECDeliverySchedule

**Definition**

The primary schedule followed by the child for this program or service.

**Use**

CEPI and MDE use these data to determine program compliance, funding and for EDEN preschool headcount submission, as well as for the National Institute for Early Education Research.

**Citation**

School Aid Act, MCL 388.1632d(4), 388.1632/(4)

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 01 | Part-Day 4 Days Per Week | A minimum of 2.5 hours per day, for a minimum of four days per week. New programs must operate at least 20 weeks; continuing programs at least 30 weeks. A minimum of 200 teacher/child contact hours spread over the full year, for a first year operation; and 300 contact hours for continuing programs. |
| 02 | Part-Day 5 Days Per Week | Program operates 2.5 hours per day, five days per week. New programs must operate at least 20 weeks; continuing programs at least 30 weeks. A minimum of 200 teacher/child contact hours spread over the full year, for a first year operation; and 300 contact hours for continuing programs. |
| 03 | Part-Day Home Based | Visits are a minimum of 60 minutes, excluding transportation time. Twenty home visits the first program year, and 30 for continuing programs. Ten cluster activities for the first program year and 15 each continuing year. |

| Code | Text | Description |
|---|---|---|
| 04 | All-Day Alternate Day | Full-day, two days per week. The program must assure the quality of the preschool experience is equal to a half-day program. |
| 05 | Full-Day 4 Days Per Week | Operates for at least the same length of day as the local school district's/PSA's first grade program, for a minimum of four days per week, 30 weeks per year, with one day per week set aside for parent involvement, staff planning, and/or professional development. |
| 06 | Full-Day 5 Days Per Week | Operates for at least the same length of day as the local school district's/PSA's first grade program, for five days per week, 30 weeks per year. Staff must have time for planning, professional development, and parent involvement. |
| 07 | Served by Family Child-Care Center | Services provided through a contracted, independent, licensed, family child-care provider of Head Start Services. (May only be reported for Head Start or Early Head Start programs) |
| 08 | Other | District-sponsored delivery system not defined above. (May not be reported for GSRP) |

**Instructions**

- Choose/enter the code that best represents the primary or regular schedule that the child follows for the reported early childhood program or service.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the associated early childhood program is Great Start Readiness Program or Head Start (EC Program = "01" or "03").
- You may not submit code "08" in this characteristic when the EC Program code is reported as "01" (GSRP), otherwise the system will generate an error.
- You may only submit code "07" in this characteristic when the characteristic EC Program contains code "03" or "10", otherwise the system will generate an error.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
517-373-8483

**Characteristic Tip**

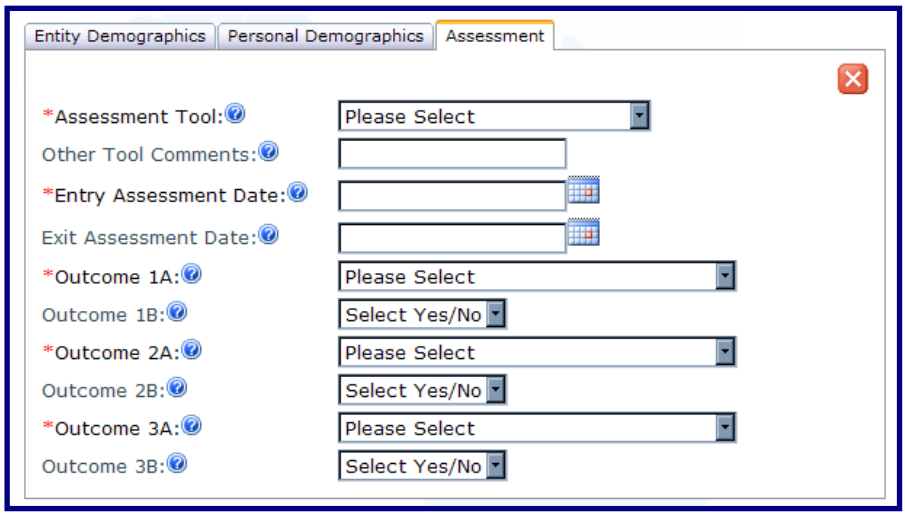
*Although you may report this characteristic for all programs, you are only required to report it for Head Start and Great Start Readiness Programs. Do not complete this characteristic if your program's schedule is not one of the available choices.*

# NEW Early Childhood Special Education Assessment Component

The Early Childhood Special Education Assessment component is used to collect the enrollment and exit assessment scores for children two and one-half (2 ½ ) through five and one-half (5 ½ ) years of age with disabilities who receive special education programming or services. These data were previously collected by the completion of the *Michigan OSEP Child Summary Data Collection Form For 3 – 5 Year Olds* bubble-sheet (Appendix C).

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| NEW Assessment Tool | List of Values | 1 | Required | No | 1 |
| NEW Other Tool Comments | Free form text | 2 | Conditional | No | 1 |
| NEW Entry Assessment Date | Date | 3 | Required | No | 1 |
| NEW Exit Assessment Date | Date | 4 | Conditional | No | 1 |
| NEW Outcome 1A | List of Values | 5 | Required | No | 1 |
| NEW Outcome 1B | Yes/No | 6 | Conditional | No | 1 |
| NEW Outcome 2A | List of Values | 7 | Required | No | 1 |
| NEW Outcome 2B | Yes/No | 8 | Conditional | No | 1 |
| NEW Outcome 3A | List of Values | 9 | Required | No | 1 |
| NEW Outcome 3B | Yes/No | 10 | Conditional | No | 1 |



## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### When Is This Component Required?

You must report the Early Childhood Special Education Assessment component when completing either an entrance or exit assessment of a child [between two and one-half (2 ½) and five and one-half (5 ½) years of age] with disabilities receiving special education programming or services through your district. For more information about early childhood special education services and assessment tools, please visit the MDE Early Childhood Special Education Web page.

### Special Education Component Dependency

The Early Childhood Special Education Assessment component may only be included in a record that also includes the Special Education component that has at least one code reported in the Primary Disability characteristic. Submitting this component when the record does not meet this dependency will result in a file-level error.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# NEW Assessment Tool

**Characteristic System Name**

AssessmentTool

**Definition**

The method of determining the child's level of functioning within the three areas assessed at the initiation of special education service and when he/she either exits from early childhood special education, begins kindergarten or within thirty (30) days of his/her sixth birthday.

**Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

**Citation**

20 U.S.C. 1416 (b)(B)

**SRSD Reference**

None.

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 01 | Assessment, Evaluation and Programming Systems (AEPS) | The AEPS system is a criterion-referenced assessment tool developed for use by direct service personnel and specialists to assess and evaluate the skills and abilities of infants and young children who are at risk and who have disabilities. The AEPS includes assessment/evaluation, curricular and family participation components for the developmental range from birth to six years. The AEPS consists of six content areas, strands within each content area, and objectives within each strand. http://www.brookespublishing.com/store/books/bricker-aeps/index.htm |
| 02 | Battelle Developmental Inventory-FULL | The BDI-2 is a standardized assessment battery for children from birth through seven years. Test administrators use three approaches to obtain information about each child: structured questions in a one-on-one setting, observation of normal activities in a child's natural environment, and parent interview. The BDI-2 assessment is organized into five domains. The instrument's administration manual includes information on developing and implementing individualized education programs using information obtained from the BDI-2. http://www.riverpub.com/products/bdi2/index.html |
| 03 | Battelle -SCREENER | An abbreviated version of the Battelle Developmental Inventory. |

| Code | Text | Description |
|---|---|---|
| 04 | BRIGANCE Inventory of Early Development-II (IED-II) | The BRIGANCE Inventory of Early Development-II is both a criterion-referenced and standardized assessment for children birth to seven years. The IED-II is organized into eleven skill areas. Each skill area is divided into developmental skill sequences. The IED-II is used to identify present levels of performance, identify goals and objectives for IEP development, guide instructional planning, and monitor ongoing progress. The IED-II can be administered by directly eliciting skills from children, through parent or teacher interview, or through observation in the natural environment. http://www.curriculumassociates.com/products/subjects.asp?topic=CEC0 |
| 05 | Carolina Curriculum for Preschoolers with Special Needs (CCPSN) | The Carolina Curriculum for Preschoolers with Special Needs assessment and curriculum are integrated, that is, teachers individualize the curriculum based on each child's assessment results. The CCPSN has six developmental domains with several numbered sequences. The curriculum is based on typical sequences of development but does not assume that a child will develop at the same rate across domains or even within one domain. http://www.pbrookes.com/store/books/johnson-martin/index.htm |
| 06 | Preschool Child Observation Record (COR) | The COR is an observation-based assessment instrument for children aged 30 months to six years. It is designed to measure children's progress in all early childhood programs. The COR is divided into six major categories. Each category contains between three and eight observation items, and each of the 32 items is rated according to the five developmental levels ranging from "1" (the simplest) to "5" (the most complex). The COR is seamlessly integrated with program teaching and planning by teaching staff collecting objective anecdotes during the normal daily routine. It is usable with any curriculum. http://www.highscope.org/Content.asp?ContentId=113 |
| 07 | Creative Curriculum Development Continuum for Ages 3-5 (CCDC) | The Creative Curriculum Developmental Curriculum for Ages 3-5 is based on teacher's observations, documentation of their observations, and samples of children's work. The assessment is organized into four Areas of Development. Each Area of Development is further subdivided into ten Curriculum Goals, 50 objectives, and three developmental steps. This assessment is used with the Creative Curriculum which is directly tied to assessment results. http://www.creativecurriculum.net/ |

| Code | Text | Description |
|---|---|---|
| 08 | Learning Accomplishment Profile – Third Edition (LAP-3) | The LAP-3 is a criterion-referenced assessment tool that provides a systematic method for observing individual development of the functioning of children in the 36 to 72 month age range. The LAP-3 assesses individual skill development in seven domains of development. The LAP-3's comprehensive approach to the total development of the young children includes 383 samples of behavior. The LAP-3 is criterion-referenced and is administered in an individualized setting in an early childhood environment or home setting. http://www.highreach.com/highreach_cms/Home/tabid/56/Default.aspx |
| *The codes listed below are for assessment tools used by Part C Early Childhood programs at program exit, that it can be used instead of the regular entrance assessments for those child who transition from Part C to Part B.* ***They may not be reported when a date is included in the Exit Assessment Date characteristic.*** | | |
| **Code** | **Text** | **Description** |
| 09 | Part C Exit Tool: AEPS | See above. |
| 10 | Part C Exit Tool: Battelle | See above. |
| 11 | Part C Exit Tool: Bayley | |
| 12 | Part C Exit Tool: Brigance | See above. |
| 13 | Part C Exit Tool: Carolina | See above. |
| 14 | Part C Exit Tool: EIDP | |
| 15 | Part C Exit Tool: E-LAP | See above. |
| 16 | Part C Exit Tool: HELP | |
| 17 | Part C Exit Tool: IDA | |
| 18 | Part C Exit Tool: Other | |

**Instructions**

- Choose/enter the code that best identifies the assessment tool used to evaluate the child.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you submit code "18" in this characteristic you must also submit the Other Tool Comments characteristic.
- The record must not include the Exit Assessment Date characteristic when you submit code "09" – "18".

- You are required to report this characteristic when the Early Childhood Special Education Assessment component is submitted.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
Noel Cole
517- 241-6354
colen@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

# NEW Other Tool Comments

**Characteristic System Name**

OtherToolComments

**Definition**

The description of the type of assessment tool used, when it is not one of those in the list of values provided in the Assessment Tool characteristic.

**Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

**Citation**

20 U.S.C. 1416 (b)(B)

**SRSD Reference**

None.

**Specification**

Text-free form; accepts both alpha and numeric characters

- Maximum length: 25

**Instructions**

- This characteristic is required if you submit code "18" in the Assessment Tool characteristic.
- This record may not be submitted if the value reported in Assessment Tool is not "18".
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
Noel Cole
517- 241-6354
colen@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

# NEW Entry Assessment Date

**Characteristic System Name**

EntryAssessmentDate

**Definition**

The month, day and year of the first day when the child was assessed for entry into the early childhood special education program.

**Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

**Citation**

20 U.S.C. 1416 (b)(B)

**SRSD Reference**

None.

**Specification**

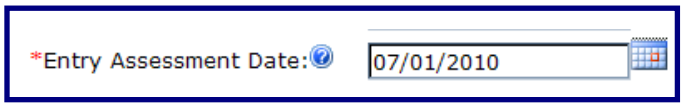
Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<EntryAssessmentDate>**2010-01-07**</ExitAssessmentDate>

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.




- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This date must be the same as or after the student's Date of Birth (Entry Assessment Date > = Date of Birth).
- The date submitted must be the same as or prior to the system date (may not be a future date).

- The child's age as of the date reported in this characteristic should be equal to or older than two and one-half (2 ½) years, and equal to or younger than five and one-half (5 ½) years. A warning will occur otherwise.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
Noel Cole
517- 241-6354
colen@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

# NEW Exit Assessment Date

**Characteristic System Name**

ExitAssessmentDate

**Definition**

The month, day and year of the first day when the child was assessed upon his/her exit from early childhood special education.

**Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

**Citation**

20 U.S.C. 1416 (b)(B)

**SRSD Reference**

None.

**Specification**

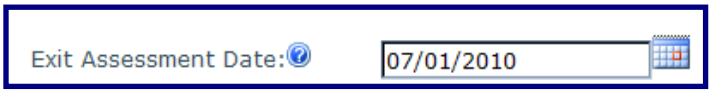
Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<ExitAssessmentDate>**2010-01-07**</ExitAssessmentDate>

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.




- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This date must be the same as or after the student's Date of Birth (Exit Assessment Date > = Date of Birth).
- The date submitted must be the same as or prior to the system date (may not be a future date).

- This date must be after the date reported in Entry Assessment Date (Exit Assessment Date > Entry Assessment Date).
- The child's age as of the date reported in this characteristic should be equal to or older than three (3) years, and equal to or younger than six years one month [Exit Assessment Date must not be later than thirty (30) days past the child's sixth birthday]. A warning will occur otherwise.
- This characteristic must contain a valid date when the value reported in Grade Or Setting in the Entity Demographics component is not "30".
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
Noel Cole
517- 241-6354
colen@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

# NEW Outcome 1A

**Characteristic System Name**

Outcome1A

**Definition**

Positive social-emotional skills (including social relations): Report to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

Examples: Relating with adults; relating with other children; following rules related to groups or interacting with others; personal and social adjustment; and contribution and citizenship.

**Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

**Citation**

20 U.S.C. 1416 (b)(B)

**SRSD Reference**

None.

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 1 | Not Yet | Child does not yet show functioning expected of a child his/her age in any situation. Child's functioning might be described as that of a much younger child. |
| 2 | Between Not Yet and Emerging | Child exceeds the description for Not Yet but does not meet the criteria for Emerging. |
| 3 | Emerging | Child does not yet show functioning expected of a child his/her age in any situation. Child demonstrates behavior and emerging skills upon which to build age-appropriate functioning. Function might be described as that of a younger child. |
| 4 | Between Emerging and Somewhat | Child exceeds the description for Emerging but does not meet the criteria for Somewhat. |

| Code | Text | Description |
|---|---|---|
| 5 | Somewhat | Child shows functioning expected of a child his/her age some of the time and/or in some situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a slightly younger child. |
| 6 | Between Somewhat and Completely | Child shows functioning expected of a child his/her age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are some concerns about his/her functioning in this outcome area. |
| 7 | Completely | Child consistently shows functioning expected of a child his/her age in all or nearly all situations. Child's behaviors and skills are considered appropriate for his/her age. There are no concerns about this child's functioning in this outcome area. |

**Instructions**

- Choose/enter the code that best identifies the child's level of functioning for this outcome area as determined by the assessment being reported (Entry or Exit).
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the Early Childhood Special Education Assessment component is submitted.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
Noel Cole
517- 241-6354
colen@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

# NEW Outcome 1B

**Characteristic System Name**

Outcome1B

**Definition**

Indication of the child's acquisition of new skills or behaviors related to positive social-emotional skills (including positive social relationships) since his/her last assessment.

**Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

**Citation**

20 U.S.C. 1416 (b)(B)

**SRSD Reference**

None.

**Specification**

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

**Instructions**

- Choose/Enter the code ([1,2], [Yes/No], [true/false]) which indicates the child's acquisition of new skills or behaviors since his/her last assessment, related this outcome.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")
- This characteristic may only be reported when the characteristic Exit Assessment Date contains a valid date.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
Noel Cole
517- 241-6354
colen@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

# NEW Outcome 2A

**Characteristic System Name**

Outcome2A

**Definition**

Acquiring and Using Knowledge and Skills: Report to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

Examples: Thinking, reasoning, remembering, and problem-solving; understanding symbols; understanding the physical and social worlds; and pre-academic and Functional literacy.

**Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

**Citation**

20 U.S.C. 1416 (b)(B)

**SRSD Reference**

None.

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 1 | Not Yet | Child does not yet show functioning expected of a child his/her age in any situation. Child's functioning might be described as that of a much younger child. |
| 2 | Between Not Yet and Emerging | Child exceeds the description for Not Yet but does not meet the criteria for Emerging. |
| 3 | Emerging | Child does not yet show functioning expected of a child his/her age in any situation. Child demonstrates behavior and emerging skills upon which to build age-appropriate functioning. Function might be described as that of a younger child. |
| 4 | Between Emerging and Somewhat | Child exceeds the description for Emerging but does not meet the criteria for Somewhat. |

| Code | Text | Description |
|---|---|---|
| 5 | Somewhat | Child shows functioning expected of a child his/her age some of the time and/or in some situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a slightly younger child. |
| 6 | Between Somewhat and Completely | Child shows functioning expected of a child his/her age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are some concerns about his/her functioning in this outcome area. |
| 7 | Completely | Child consistently shows functioning expected of a child his/her age in all or nearly all situations. Child's behaviors and skills are considered appropriate for his/her age. There are no concerns about this child's functioning in this outcome area. |

**Instructions**

- Choose/enter the code that best identifies the child's level of functioning for this outcome area as determined by the assessment being reported (Entry or Exit).
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the Early Childhood Special Education Assessment component is submitted.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
Noel Cole
517- 241-6354
colen@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

# NEW Outcome 2B

**Characteristic System Name**

Outcome2B

**Definition**

Indication of the child's acquisition of new skills or behaviors related to acquiring and using knowledge and skills since his/her last assessment.

**Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

**Citation**

20 U.S.C. 1416 (b)(B)

**SRSD Reference**

None.

**Specification**

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

**Instructions**

- Choose/Enter the code ([1,2], [Yes/No], [true/false]) which indicates the child's acquisition of new skills or behaviors since his/her last assessment, related this outcome.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")
- This characteristic may only be reported when the characteristic Exit Assessment Date contains a valid date.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
Noel Cole
517- 241-6354
colen@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

# NEW Outcome 3A

**Characteristic System Name**

Outcome3A

**Definition**

Taking Appropriate Action to Meet Needs: Report to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

Examples: Taking care of basic needs, showing hunger, dressing, feeding, toileting, etc.; contributing to own health and safety, follows rules, assists with hand washing, avoids inedible objects; getting from place to place, mobility; using tools, forks, strings attached to objects; physical health; and responsibility and independence.

**Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

**Citation**

20 U.S.C. 1416 (b)(B)

**SRSD Reference**

None.

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 1 | Not Yet | Child does not yet show functioning expected of a child his/her age in any situation. Child's functioning might be described as that of a much younger child. |
| 2 | Between Not Yet and Emerging | Child exceeds the description for Not Yet but does not meet the criteria for Emerging. |
| 3 | Emerging | Child does not yet show functioning expected of a child his/her age in any situation. Child demonstrates behavior and emerging skills upon which to build age-appropriate functioning. Function might be described as that of a younger child. |
| 4 | Between Emerging and Somewhat | Child exceeds the description for Emerging but does not meet the criteria for Somewhat. |

| Code | Text | Description |
|---|---|---|
| 5 | Somewhat | Child shows functioning expected of a child his/her age some of the time and/or in some situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a slightly younger child. |
| 6 | Between Somewhat and Completely | Child shows functioning expected of a child his/her age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are some concerns about his/her functioning in this outcome area. |
| 7 | Completely | Child consistently shows functioning expected of a child his/her age in all or nearly all situations. Child's behaviors and skills are considered appropriate for his/her age. There are no concerns about this child's functioning in this outcome area. |

**Instructions**

- Choose/enter the code that best identifies the child's level of functioning for this outcome area as determined by the assessment being reported (Entry or Exit).
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the Early Childhood Special Education Assessment component is submitted.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
Noel Cole
517- 241-6354
colen@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

# NEW Outcome 3B

**Characteristic System Name**

Outcome3B

**Definition**

Indication of the child's acquisition of new skills or behaviors related to taking appropriate action to meet needs since his/her last assessment.

**Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

**Citation**

20 U.S.C. 1416 (b)(B)

**SRSD Reference**

None.

**Specification**

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

**Instructions**

- Choose/Enter the code ([1,2], [Yes/No], [true/false]) which indicates the child's acquisition of new skills or behaviors since his/her last assessment, related this outcome.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")
- This characteristic may only be reported when the characteristic Exit Assessment Date contains a valid date.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
Noel Cole
517- 241-6354
colen@michigan.gov

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

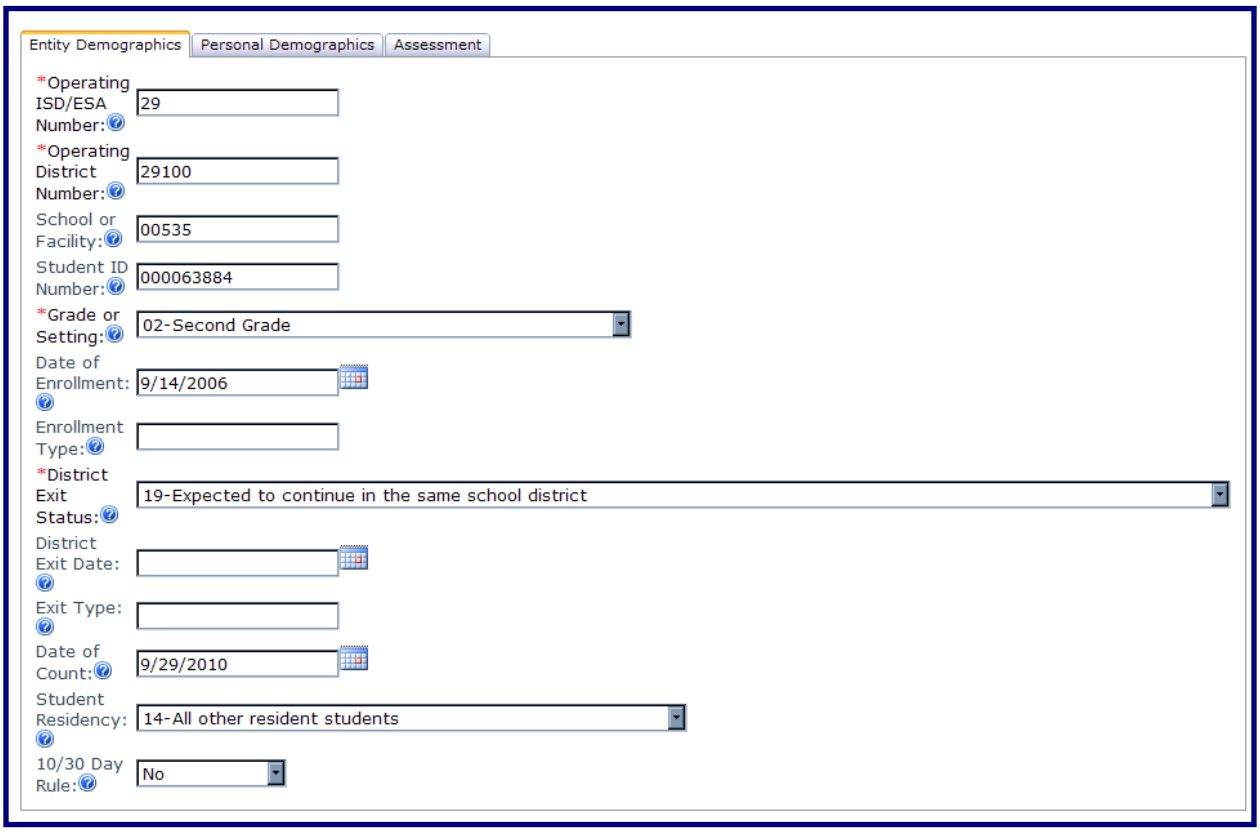
# Entity Demographics Component

The purpose of the Entity Demographics component is to collect data that are specific to the student's status or relationship with the entity providing services. These data are essential to assure that data are assigned to the correct operating district and facility.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max Occurrences |
|---|---|---|---|---|---|
| Operating ISD/ESA Number | Numeric Text | 1 | Optional | No | 1 |
| Operating District Number | Numeric Text | 2 | Conditional | No | 1 |
| School Facility Number | Numeric Text | 3 | Conditional | No | 1 |
| Student Id Number | Text (free form) | 4 | Optional | No | 1 |
| Grade or Setting | List of Values | 5 | Required | No | 1 |
| Enrollment Date | Date (only) | 6 | Conditional | No | 1 |
| Enrollment Type | Text | 7 | Optional | No | Restricted to internal system use[+] |
| Exit Status | List of Values | 8 | Required | No | 1 |
| Exit Date | Date (only) | 9 | Conditional | No | 1 |
| Exit Type | Text | 10 | Optional | No | Restricted to internal system use[+] |
| Date of Count | Date (only) | 11 | Conditional | No | 1 |
| Student Residency | List of Values | 12 | Conditional | No | 1 |
| NEW Ten/30-Day Rule | Yes/No | 13 | Conditional | No | 1 |

[+]Currently, only other State Of Michigan-managed data systems use these characteristics.




## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

## When Is This Component Required?

You are required to submit the Entity Demographics component when you submit student data through the SNE, Student Record Maintenance, Early Roster or any of the three General Collections. Although you are not required to submit it with the Request for UIC Collection, we strongly recommended that you include it in this collection as well.

## Personal Demographics Dependency

When you submit the Entity Demographics component with data reported in the Student Residency, the system looks for data in the Resident LEA Number characteristic to be submitted in the Personal Demographics component. An error will be generated if the Personal Demographics component and the Resident LEA Number characteristic are not included in the record.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Operating ISD/ESA Number

**Characteristic System Name**

OperatingISDESANumber

**Definition**

The state-assigned two-digit number, as recorded in EEM, that identifies the intermediate school district (ISD) or educational service agency (ESA) in which the district or program is located.

**Use**

CEPI and MDE use these data for compensation and reporting.

**Citation**

School Aid Act, Michigan Complied Laws (MCL) 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; No Child Left Behind (NCLB), 20 United States Code (USC) 6311

**SRSD Reference**

Field 1: Operating Intermediate School District/Educational Service Agency Number

**Specification**

Numeric Text (can have leading zeros); Format: NN

- Minimum length: 2
- Maximum length: 2

**Instructions**

- Enter the code that represents the ISD/ESA where the educating district or program is located.
- The code must be a valid code in EEM for an open-active ISD/ESA.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. ~~You may leave the characteristic blank when you enter it through the online form, except when it is part of a required collection.~~
- You are required to submit this characteristic when you submit the Entity Demographics component. ~~as part of a General Collection (Fall, Spring, or EOY).~~

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*If the student is attending a district or program located within an ISD/ESA outside of the ISD/ESA for the geographic area where he/she resides, use the code for ISD/ESA in which the district or program is located.*

# Operating District Number

**Characteristic System Name**

OperatingDistrictNumber

**Definition**

The state-assigned five-digit number, as recorded in EEM, which identifies the public school district responsible for providing education to the reported student. It is the district to which any applicable funds (state or federal) will be sent.

**Use**

CEPI and MDE use these data for compensation and reporting.

**Citation**

School Aid Act, Michigan Complied Laws (MCL) 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; No Child Left Behind (NCLB), 20 United States Code (USC) 6311

**SRSD Reference**

Field 3: Operating District Number

**Specification**

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

**Instructions**

- Enter the code that represents the district (LEA, PSA or ISD) providing the educational services reported.
- The code must be a valid code in EEM for a LEA, PSA or ISD.
- The district reported in this characteristic must be:
  - Beneath the reported Operating ISD/ESA Number in the EEM hierarchy; or
  - Of group "State" in the EEM (belonging to ISD/ESA number "84"); or
  - Of group "Non-Public" in the EEM (a non-public entity type).
- The reported district must have a status of "open-active", "closed-pending" or "closed" in EEM as of the count date for the collection period.
  - If the entity reported has a status of "closed", the date closed reported in EEM must be on or after July 1 of the previous school year and the District Exit Status characteristic in this component must not contain code "19".
- You are required to report this characteristic when you submit the Entity Demographics component. ~~as part of a General Collection (Fall, Spring, or EOY).~~

- If the operating district is an ISD or PSA district (as identified in EEM), then the code you submit in Operating District must not be the same as the code you submit in Resident LEA Number in the Personal Demographics component; otherwise an error will occur. (Operating District < > Resident LEA Number)
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. ~~You may leave the characteristic blank when you enter it through the online form, except when it is part of a required collection.~~

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*Every student record for a single district should have the same operating district number. The operating district may, however, differ from the district reported in the Resident LEA Number characteristic in the Personal Demographics component.*

# School Facility Number

**Characteristic System Name**

SchoolFacilityNumber

**Definition**

The state-assigned five-digit code as recorded in the EEM for the building.

Please refer to the Educational Entity Master glossary for definitions. The glossary is located in the upper right corner of the EEM Web page: http://cepi.state.mi.us/eem.

**Use**

CEPI and MDE use these data for compensation and reporting.

**Citation**

School Aid Act, Michigan Complied Laws (MCL) 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; No Child Left Behind (NCLB), 20 United States Code (USC) 6311

**SRSD Reference**

Field 5: School or Facility

**Specification**

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

**Instructions**

- Enter the five-digit code that represents the school or facility building where the student receives the educational services reported.
- The code must be a valid code in EEM for a school or facility building.
- The entity reported in this characteristic must be:
  - Beneath the reported Operating District Number in the EEM hierarchy; or
  - Of group "State" in the EEM (belonging to district number "84000"); or
  - Of group "Non-Public" in the EEM.
  - Defined as a Shared Educational Entity (SEE) in the EEM that the operating district is a member of.
- The reported entity must have a status of "open-active", "closed-pending" or "closed" in EEM as of the count date for the collection period.
  - If the entity reported has a status of "closed", the date closed reported in EEM must be on or after July 1 of the previous school year and the District Exit Status characteristic in this component must not contain code "19".

- You are required to submit this characteristic when you submit the Entity Demographics component unless it is part of the Request for UIC or Early Roster collections. ~~as part of a General Collection (Fall, Spring, or EOY) or as part of the Supplemental Nutrition Eligibility Collection (SNE).~~
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record it must contain a code. You may leave the characteristic blank when you enter it through the online form, except when it is part of a required collection.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*Any ISD or LEA/PSA may report any non-public school code number. Further, an ISD may report a school or facility code for buildings in any of its constituent districts.*

# Local Student Identification Number

**Characteristic System Name**

StudentIdNumber

**Definition**

The code given by the educating entity to identify the student. NOTE: This is different from the UIC generated by CEPI. Do not use the student's Social Security number.

**Use**

MDE and CEPI use these data to assist with student matching and they are provided on several district reports in the MSDS to help with importing data back into the local SISs.

**Citation**

**SRSD Reference**

Field 17: Student ID Number (Membership)

**Specification**

Text-free form; accepts both alpha and numeric characters

- Maximum length: 20

**Instructions**

- Enter the code used by the educating entity to identify the student.
- This characteristic is optional.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*The Student ID Number should not be the same as the CEPI UIC or the student's Social Security number. Use this characteristic as a "helper" when completing UIC resolution.*

# Student Grade or Setting

**Characteristic System Name**

GradeOrSetting

**Definition**

The grade level or the educational setting in which the student is enrolled.

**Use**

CEPI and MDE use these data for NCLB and IDEA reporting.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 19: Grade or Setting

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 00 | Kindergarten | Any one- or two-year program prior to first grade that meets the membership eligibility requirements of enrolling students who are 5 years of age on or before December 1 and is a 549-hour program. If the setting is a developmental/retention kindergarten (DK) for which FTE is being claimed, in addition to being reported in Grade or Setting, the student should also be reported in Program Eligibility Participation with code "9230". (NOTE: Pre-kindergarten early childhood programs do not include DK.). |
| 01 | First Grade | The first school level after kindergarten. Students are usually 6 to 7 years old. |
| 02 | Second Grade | The second school level after kindergarten. Students are traditionally 7–8 years old. |
| 03 | Third Grade | The third school level after kindergarten. Students are usually 8–9 years old. |
| 04 | Fourth Grade | The fourth school level after kindergarten. Students are usually 9–10 years old. |
| 05 | Fifth Grade | The fifth school level after kindergarten. Students are usually 10–11 years old. |
| 06 | Sixth Grade | The sixth school level after kindergarten. Students are usually 11–12 years old. |

| Code | Text | Description |
|---|---|---|
| 07 | Seventh Grade | The seventh school level after kindergarten. Students are usually 12–13 years old. |
| 08 | Eighth Grade | The eighth school level after kindergarten. Students are usually 13–14 years old. |
| 09 | Ninth Grade | The ninth or freshman school level after kindergarten. Students are usually 14–15 years old. |
| 10 | Tenth Grade | The tenth or sophomore school level after kindergarten. Students are usually 15–16 years old. |
| 11 | Eleventh Grade | The eleventh or junior school level after kindergarten. Students are usually 16–17 years old. |
| 12 | Twelfth Grade | The twelfth or senior school level after kindergarten. Students are usually 17–18 years old. |
| 14 | Special Education | A special program where the student might not be age-appropriately placed in a grade level. (NOTE: If FTE for the student is being claimed in general education as well as special education, then code "14" cannot be used). Code "14" should not be used for early childhood programs; it is to be used for children receiving kindergarten-level services or above. |
| 20 | Adult Education | A full-time-equated participant enrolled and attending a Department-approved, adult basic-education program; an English-as-a-second-language program; a general-education, developmental test-preparation program; a job- or employment-related program; or a high school completion program; and who meets the eligibility requirements as defined in Section 107 of the State School Aid Act. |
| 30 | Early Childhood/Early On® | Children receiving early childhood special education or Early On® services which are below the level of kindergarten. This does not include developmental kindergarten. |

**Alternative Education Programs**

Report students participating in alternative education programs with the grade that best represents their educational level and by submitting code "9220" in the Program Eligibility Participation characteristic in the Program Participation component.

**NOTE:** Seat-time waiver programs are, by definition, alternative education programs. You must report students who participate in a seat-time waiver program as alternative education participants. For more information on seat-time waivers, please contact Barbara Fardell at fardellb@michigan.gov or 517-335-1291.

**Computed Grades for Students Reported in an Ungraded Special Education Setting ("14")**
State Board of Education policy, the *No Child Left Behind Act of 2001* and the *Individuals with Disabilities Education Act* require that state-level assessments be administered to ALL students in required content areas. District policy determines grade assignments for students. However, when the district user identifies a student in an ungraded educational setting (grade "14") for certain purposes such as MEAP and MI-Access testing or for determining membership in a graduation cohort, the MSDS will compute the student's grade level based on the following table. (Student age is based on Date of Birth in the Personal Core component and is computed as of December 1 of the current school year.)

| Student Age in Ungraded Programs | Computed Grade |
|---|---|
| 9 Years | Third Grade |
| 10 Years | Fourth Grade |
| 11 Years | Fifth Grade |
| 12 Years | Sixth Grade |
| 13 Years | Seventh Grade |
| 14 Years | Eighth Grade |
| 15 Years | Ninth Grade |
| 16 Years | Tenth Grade |
| 17 Years | Eleventh Grade |
| 18 Years | Twelfth Grade |

For questions related to MEAP test administration, please contact the Office of Educational Assessment and Accountability at 517-373-8393, or toll free at 877-560-8378.

**Instructions**

- Choose/enter the code that best identifies the grade level or the educational setting in which the student is enrolled.
    - For Grade or Setting codes "00" – "12", a warning is issued when the reported grade is not within two years of the student's chronological age on September 1 of the current school year, minus five {([chronological age – 5] +/– 2) = grade level}.
    - If the student is in a self-contained special educational setting, meaning that special education services are received in the context of an otherwise K-12, general educational setting, use the age-appropriate grade placement.
    - For students in a multi-age setting, use the appropriate grade level.
    - For students beyond age-appropriate grade levels, use the correct educational setting.
    - For alternative education, report the appropriate grade level for students currently participating in alternative education and report the alternative education status for the Program Eligibility Participation characteristic within the Program Participation component.

- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you submit the General Ed FTE component and the Grade or Setting is "14" (Ungraded Special Education), "20" (Adult Education), or "30" (Early Childhood/Early On®), then the General Ed FTE characteristic cannot contain a value greater than "0.00"; otherwise an error will occur.
- If this characteristic contains code "20" (Adult Education) the student must be 16 years of age or older on September 1 of the current school year; otherwise an error will occur.
- The Grade or Setting you report must be within the set of grades and/or settings reported in EEM for the school/facility or operating district or the system will generate a warning (EEM Web page: http://cepi.state.mi.us/eem).
- If you report code "30" in this characteristic in a General Collection (Fall, Spring or EOY) then you must submit the Special Education component.
- If you report code "14" in this characteristic, you must also report the Special Education component with a valid code in the characteristic Primary Disability.
- If you report code "20" in this characteristic, you must also report at least one occurrence of the Adult Education component.
- You are required to submit this characteristic when you submit the Entity Demographics component.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*As a general rule, the ages of students enrolled in K-12 general education settings are within two years of their chronological age minus five {([chronological age – 5] +/– 2) = grade level}.*

# Enrollment Date

**Characteristic System Name**

EnrollmentDate

**Definition**

The month, day and year of the first day a student participated in education programs and/or services with the reported operating district.

**Use**

CEPI and MDE use these data for validating membership, assigning accountability and for NCLB.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

Field 20: Date of Enrollment

**Specification**

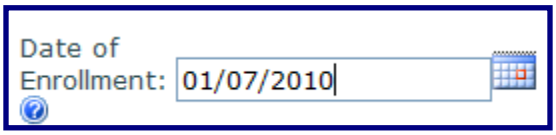
Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<EnrollmentDate>**2010-01-07**</EnrollmentDate>

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.




- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This date must be greater than or equal to the student's Date of Birth (Enrollment Date > = Date of Birth).

- If the sum of General Ed FTE, Section 52 FTE, and Section 53 FTE is greater than 0.00, then the Enrollment Date must be the same as or before the legislated membership count date. (FTE data are reported in the General Ed. FTE and Special Education components.)
- The date submitted must be the same as or prior to the system date (may not be a future date).
- The Enrollment Date must be the same as or after the open date and (if the entity is closed) earlier than the close date for the Operating District in EEM. (EEM district open date = < Enrollment Date < EEM district closed date)
- You must submit a valid date in this characteristic unless the code reported in District Exit Status is "00".
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form unless it is required by another business rule.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*If a student exits the district and then re-enrolls, report the date of re-enrollment in this field. The date in this field should not change if a student changes buildings within the same district, for example, moving from elementary to junior high, or from junior high to high school.*

# Enrollment Type

**Characteristic System Name**

EnrollmentType

**Definition**

Indicates the system/origin of the enrollment record submission. FOR STATE OF MICHIGAN INTERNAL USE ONLY.

**NOTE:** We've included the Enrollment Type characteristic in this manual because it appears on the system-generated schema. Districts do not use this characteristic and therefore should not report it.

# District Exit Status

**Characteristic System Name**

ExitStatus

**Definition**

The student's current enrollment status with the operating district or primary reason the student is no longer enrolled in the school district.

If the student has been expelled but continues to receive services, report an exit code of "19". Use an exit code of "10" only for students who are expelled and no longer receive services from the school district. In both of these expulsion scenarios, also complete the appropriate characteristics in the Disciplinary Incident and Disciplinary Consequence components.

NOTE: If the student has transferred to another school or facility building within the same school district, the District Exit Status should remain "19" (expected to continue).

**Use**

CEPI and MDE use these data for determining membership, assigning accountability, graduation and dropout rate calculations, and NCLB, Perkins and IDEA reporting.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311; Carl D Perkins Career and Technical Education Act of 2006. Section 113 (CTE); Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 1414

**SRSD Reference**

Field 23: District Exit Status

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 00 | Not Enrolled | Use for a child/student who is served but not enrolled in your district. When this code is reported the record may only contain the components: Submitting Entity, Personal Core, Entity Demographics, Personal Demographics and Initial IEP. |

| Code | Text | Description |
|---|---|---|
| 01 | Graduated from general education with a high school diploma | Use for a student who earned a high school diploma. Include early graduates who earn high school diplomas. Also include the student with an IEP who met the Michigan Merit Curriculum graduation requirements. Exclude any student who graduated by meeting only IEP requirements and did not receive a high school diploma. |
| 02 | Graduated from general education with a high school diploma and applied to a degree-granting college or university | Use for a student who graduated with a high school diploma and to the best of the district's knowledge, enrolled in a two- or four-year degree-granting college or university. |
| 03 | Graduated from an alternative program with a high school diploma | Use for a graduate receiving a diploma from an alternative program in a regular high school or a separate building. |
| 04 | Graduated from general education with a high school diploma and applied to a non-degree granting institution. | Use for a student who graduated and, to the best of the district's knowledge, enrolled in a non-degree-granting institution (e.g., trade, technical, vocational, or business school). |
| 05 | Completed general education with an equivalency certificate (GED) | Use for a student known to have passed the GED test and to be younger than 20 years of age as of the date reported in Date Exited. |
| 06 | Completed general education with other certificate | Use for a student who completed school with some other type of certificate, such as a certificate of attendance/completion, or a district competency test. |
| 07 | Dropped out of school | Use when a student, upon reaching age 16, stopped attending school and no reason is given. For special education, the student left school before the age of 26 without completing his/her educational program. |
| 08 | Enrolled in another public school district in Michigan | Use when a student moved to another public school district in Michigan and is known to be continuing in education. Movement to another district includes moving to state institutions, except when the student is incarcerated. (See code 13) The student's residency may or may not change districts. NOTE: Movement is referring to the student's enrollment, not necessarily his/her home address. |

| Code | Text | Description |
|---|---|---|
| 09 | Moved out of state | Use when students and their parents/guardians physically move outside the original district of residence to another state or country. This code should also be used when a foreign exchange student left midyear to return to his/her home country. |
| 10 | Expelled from the school district (no further services) | Use when a general education student has been permanently expelled from school by official board action. This does not include a student with disabilities receiving special education programs/services on long-term suspension or a student who is placed in an alternate educational setting. A student with this code requires further information be reported in the Disciplinary Incident and Disciplinary Consequence components.<br><br>Students who are expelled for less than the remainder of the current school year and continue to receive services should be reported with code "19" (expected to continue. |
| 11 | Enlisted in military or Job Corps | Use when the student left the school district prior to graduation to enlist in a branch of the U.S. Military. |
| 12 | Deceased | Use when a student has passed away. |
| 13 | Adjudicated | The student is placed under jurisdiction of a juvenile or criminal justice authority. The student may continue to receive educational services from a PSA-, LEA-, or ISD-run program. NOTE: If the student is placed in a facility where the educational program is run by the current district, the student's exit status should be entered as "19" (Expected to continue). |
| 14 | Enrolled in home school | Use when a student receives instruction offered in a home for reasons other than health. |
| 15 | Enrolled in non-public school | Use when a student attends a non-public school, such as a parochial school. This code is also used for non-public students who have been taking non-core classes from the district, who are no longer receiving services, and are continuing in their non-public setting. (NOTE: This code should not be used for students transferring to a Public School Academy (PSA). Use code "08".) |
| 16 | Unknown | Use when the current status of the student is unknown. For reporting purposes, this student is considered a dropout, unless s/he can be located in another district. |

| Code | Text | Description |
|---|---|---|
| 17 | Placed in a recovery or rehabilitative program | Use when the student was placed in a recovery program, rehabilitative program, or under psychiatric care. The student may continue to receive educational services from a PSA-, LEA-, or ISD-run program. (NOTE: If the student is placed in a facility where the educational program is run by the current district, [either homebound or hospitalized], the student should be reported as code "19" [Expected to continue]). |
| 18 | Left adult education | Participant is no longer enrolled in an adult education program. |
| 19 | Expected to continue in the same school district | Use when the student is expected to continue normal matriculation through the educational system in the same district. |
| 20 | Special education - Received certificate of completion and exited the K-12 system | Student exited his/her educational program, that is, high school-equivalent program, by receiving a modified high school diploma, a certificate of completion of high school or educational program, or some similar document. (Note: Student must be identified as a special education participant with a Program Eligibility Participation characteristic in the Program Participation component.) |
| 21 | Special education - Reached maximum age and exited the K-12 system | Student reached the maximum age for receipt of programs or services and is no longer eligible to attend school. (Note: Student must be identified as a special education participant with a Program Eligibility Participation characteristic in the Program Participation component.) |
| 30 | Exited early childhood or Early On® program/service | Child has left early childhood or Early On® program/service and will not be continuing in the district. (NOTE: If the child has left his or her program and will subsequently be entering kindergarten in the district, report as "19", continuing.) |
| 40 | Graduated from a Middle College with both a high school diploma and an associate degree or other advanced certificate | Student has completed the requirements to earn both a high school diploma and a post-secondary degree or certificate through an established early/middle college program. (NOTE: Students reported with this code must be identified as early/middle college participants with the Program Eligibility Participation characteristic in the Program Participation component.) |

| Code | Text | Description |
|---|---|---|
| 41 | Graduated from a Middle College with only a high school diploma | Student has completed the requirements for a high school diploma, but did not earn a post-secondary degree or certificate through an established early/middle college program. (NOTE: Students reported with this code must be identified as early/middle college participants with a Program Eligibility Participation characteristic in the Program Participation component.) |
| 42 | Graduated from another district | Shared student has exited the reporting district and has been issued a high school diploma from a different district. (NOTE: This code should only be used when another district is responsible for the graduation of the student. If no other district reports this student as graduating, the student may appear as a non-completer on the reporting district's cohort report.) |

**Instructions**

- Choose/enter the code that best represents the student's status within the educating district on the legislated count day or the date reported in the As Of Date characteristic in the Student Record Maintenance component. (NOTE: For the EOY General Collection, report the student's status on the last day of school.)
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Entity Demographics component.
- If you reported this characteristic with code "10" (Expelled):
    - You must submit at least one Disciplinary Consequence component.
    - You must report at least one Disciplinary Consequence component with code "5" (Expulsion) in the Disciplinary Action characteristic.
- If you reported this characteristic with code "18", then Grade or Setting must contain code "20".
- If you reported this characteristic with code "21", then the student must be 25 years old or older on September 1 of the current school year.
- If you reported this characteristic with code "30", then Grade or Setting you reported must contain code "30"
- If you submitted the Program Participation component and District Exit Status contains code "40" or "41", then one of the Program Eligibility Participation characteristics must be "3500".
- If you reported this characteristic with code "19" or "00", then District Exit Date must be blank.

- If you reported this characteristic with a code other than "19" or "00", then District Exit Date must contain a valid date.
- If the sum of General Ed. FTE, Section 52 FTE, and Section 53 FTE is greater than 0.00, then this characteristic must contain code "19." (FTE data are reported in the General Ed. FTE and Special Education components.)
- If you submitted the SNE component as part of the SNE Collection, then the District Exit Status must contain code "19".
- The system will generate a warning if you submit the Program Participation component, the District Exit Status contains code "20" or "21" and the student record does not contain the Special Education component with a valid code reported in the Primary Disability characteristic. ~~one of the submitted Program Eligibility Participation characteristics does not contain "8000"~~. (Use District Exit Status codes "20" and "21" for students participating in special education programs or services.)
- If District Exit Status contains code "01", "02", "03", "04", "40", "41", or "42", then the Grade or Setting reported should be "12" or "20", otherwise a warning will occur. (Students reported with a District Exit Status code indicating graduation are usually reported in grade "12" or "20".)
- If you submit the LEP component and the LEP Exit Reason characteristic contains code "51", then the District Exit Status characteristic must contain code "05"–"18", "20" or "21".
- If you submit the LEP component and the LEP Exit Reason characteristic contains code "53", then the District Exit Status characteristic must contain code "01"–"04", "40", "41" or "42".
- If you submit code "00" in this characteristic then:
    - you must not submit the District Enrollment Date
    - you must not include any components in the record other than Entity Demographics, Initial IEP, Personal Core, Personal Demographics and Submitting Entity
    - you must also submit the Initial IEP component and it must contain code 2 or 3 in the characteristic Results Of Initial IEP

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

For questions related to **students with disabilities receiving special education programs/services**, contact:

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

For questions about **children birth through 2 years of age**, contact**:**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Vanessa Winborne
517-335-4865
WinborneV@michigan.gov

For questions about **children ages 3 through 5 years old**, contact:

**Michigan Department of Education**
Office of Early Childhood Education and Family Services
517-373-8483.

For questions about **adult education**, contact:

**Department of Energy, Labor and Economic Growth**
Bureau of Workforce Transformation, Office of Adult Education
State Funds Coordinator Sandy Thelen
517-373-3395
thelens@michigan.gov

**Characteristic Tip**

*Report students with code "19" (expected to continue) unless they are no longer participating in any educational services or programs provided by the district.*

# District Exit Date

**Characteristic System Name**

ExitDate

**Definition**

The month, day, and year of the first day after the date a student last attended school, graduated, or became known officially to have left the district's educational setting.

**Use**

CEPI and MDE use these data for graduation cohort calculations, PEPE determination, and for NCLB and IDEA reporting.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

Field 24: Date Exited

**Specification**

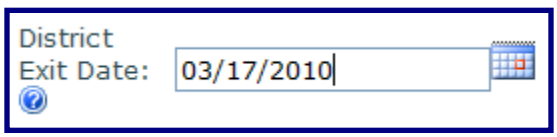
Date (only); CCYY-MM-DD

**Instructions**

- Place a date in this characteristic corresponding to the day after the student left the district or terminated his/her education program or service.
- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<ExitDate>**2010-03-17**</ExitDate>

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.




- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.

- This characteristic must contain a date later than the date reported in the Enrollment Date characteristic. (Exit Date > Enrollment Date)
- ~~If you submit the General Ed FTE and the sum of General Ed FTE, Section 52 FTE, and Section 53 FTE is greater than 0.00, then the Exit Date must be after the legislated membership count date.~~
- The Exit Date must be after the open date and (if the entity is closed) earlier than the close date for the Operating District in EEM. (EEM district open date < Exit Date < EEM district closed date)
- If the District Exit Status characteristic does not contain code "19" or "00", then this characteristic must contain a valid date; otherwise an error will occur.
- If District Exit Status contains the code "19" or "00", then the District Exit Date must be blank; otherwise an error will occur.
- If the District Exit Status contains code "01", "02", "03", "04", "05", "06", "40", "41", or "42", then the District Exit Date may be a future date within the current school year. Otherwise, the District Exit Date must be before or the same as the curre nt system date or an error will be generated.
- If District Exit Date contains a valid date, then you must ~~should~~ report the Attendance component unless the student record meets one of the following criteria:
    - The Student Residency characteristic contains code "04", "08", "09", "12", "13" or "15.
    - The code reported in the characteristic Grade Or Setting is "20" or "30".
    - The date reported in this characteristic is the same as or before September 1 of the current school year.
    - The characteristic Program Eligibility Participation contains code "9229" and the sum of Section 52 FTE and Section 53 FTE is not greater than 0.00.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank in the online form unless you are required to submit it by conditional business rules.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*The data populating this field for the EOY General Collection should reflect the student's status as of the last day of the academic school year (e.g., if the student is graduating at the end of the academic school year, the date in this field would be the day after the last day of the academic school year).*

# Exit Type

**Characteristic System Name**

ExitType

**Definition**

Indicates the system/origin of the exit record submission. FOR STATE OF MICHIGAN INTERNAL USE ONLY.

**NOTE:** We have included the Exit Type characteristic in this manual because it appears on the system-generated schema. Districts do not use this characteristic and therefore should not report it.

# Date of Count

**Characteristic System Name**

DateOfCount

**Definition**

The month, day and year the reporting district completed the membership count.

Note: This date must correspond with the associated legislated count date unless a waiver is approved by MDE. For the EOY General Collection, report the last day of the school year.

**Use**

CEPI and MDE use these data to associate a given student record to a specific time period.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

Field 123: Date of Count

**Specification**

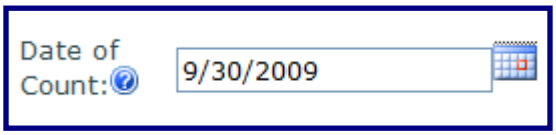
Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<DateOfCount>**2009-09-30**</DateOfCount>

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.




- If you enter anything other than a date in this characteristic, the system will generate a file-level error and will reject the file upon upload.

- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank in the online form unless you are required to submit it by conditional business rules.
- You are required to submit this characteristic when you submit records in any General Collection (Fall, Spring or EOY).
- When you submit this characteristic as part of a General Collection (Fall, Spring or EOY), the reported date must be within the current school year (September 1 < Date Of Count >= June 30).

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*When extracting students for the End-of-Year General Collection, local student management systems should include students who may have enrolled after the spring submission, were present on the last day of the current academic year and were exited from the district afterward. For example, this would include a student who enrolled as a senior after the spring count and then graduated from the district at the end of the current academic year.*

# Student Residency

**Characteristic System Name**

StudentResidency

**Definition**

The student's residency related to the geographic boundaries of the district and/or residency requirements outlined in the Pupil Residency section of the MDE Pupil Accounting Manual.

For more detailed explanations of residency, see the Residency Related Information section of the Pupil Accounting Manual:

http://www.michigan.gov/mde/0,1607,7-140-6530_6605-22360--,00.html

**Use**

CEPI and MDE use these data for compensation calculations and NCLB and IDEA reporting.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606(6), 388.1606a, 388.1606b, 388.1620(5), 388.1624, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1709, 388.1763a, 388.1766b; 20 USC 2342 (CTE)

**SRSD Reference**

Field 30: Student Residency (Membership)

**Specification**

List of values (choose from list)

**Non-Resident Codes –** Use when the student's residence is located outside of the operating district's geographic boundaries.

| Code | Text | Description |
|---|---|---|
| 01 | Non-K-12 district | Student who lives outside of the operating district, whose resident district does not offer all grade levels, kindergarten through twelve.(Used by entity type LEA only) |
| 02 | Section 105 school of choice (within same ISD) | Student is a resident of another district within the same ISD as the operating district and meets all the requirements of Schools of Choice 105. (Used by entity type LEA only) |

| Code | Text | Description |
|---|---|---|
| 03 | Section 105c school of choice (outside same ISD) | Student is a resident of a district within another ISD that is contiguous to the ISD to which the operating district belongs, and meets all the requirements of Schools of Choice 105. (Used by entity type LEA only) |
| 04 | Non-public school student | Student who lives outside of the operating district but is enrolled in a private or parochial school district, taking a non-essential curriculum or advanced placement course through the operating district.(Used by entity type LEA only) |
| 05 | No cooperative agreement, no release, not exempted | Student who lives outside of the operating district who has not been released by the resident district and is not Sec. 6(6) (g) exempt. (Used by entity type LEA only) |
| 06 | All other non-resident students | Student does not fall into any other non-resident category. (Used by entity types LEA and ISD only) |
| 07 | Home-schooled non-resident | Student who lives outside of the operating district who is being educated through a home-school program, taking a non-essential curriculum or advanced placement course through the operating district.(Used by entity type LEA only) |

**Resident Codes –** Use when the student's residence is located within the operating district's geographic boundaries.

| Code | Text | Description |
|---|---|---|
| 08 | Non-public school student | Student who is enrolled in a private or parochial school district, taking a non-essential curriculum or advanced placement course through the operating district.(Used by entity types LEA and PSA only) |
| 09 | Section 24 juvenile detention facility | Student resides in an approved, on-grounds, juvenile detention facility or child-care institute. (Used by entity types LEA, ISD and PSA) |
| 10 | For new PSAs (fall only) | Student is counted by a new public school academy authorized by a local school district, and is also counted by the authorizing district during the immediately prior supplemental (Spring) FTE count (Used by entity type PSA only) |
| 11 | School for the Deaf | Student is being educated by the Michigan School for the Deaf. (Used by entity type ISD only) |

| Code | Text | Description |
|---|---|---|
| 12 | Section 6(4)(d) non-special education juvenile detention | Student placed by a court or state agency in an on-grounds child-care institution or a juvenile detention facility under Section 24 and being educated by the ISD. (Used by entity type ISD only) |
| 13 | Students with emotional impairments who are served by DCH facility | Student resides in a DCH-licensed facility in which he/she was placed by court order or by a child-placing agency. (Used by entity type ISD only) |
| 14 | All other resident students | Student does not fall into any other resident category. (Used by entity types LEA, ISD and PSA) |
| 15 | Home-schooled resident | Student being educated through a home-school program, taking non-essential curriculum or advanced placement course through the operating district.(Used by entity types LEA and PSA only) |

**Instructions**

- Choose/enter the code that best represents the student's residency status within the educating district on the legislated count day or the date reported in the As Of Date characteristic in the Student Record Maintenance component.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you report a code other than those approved for that entity type, you will receive an error.
- LEA Codes
    - "01" Non-resident/Non-K-12 district
    - "02" Non-resident/Section 105 school of choice (within same ISD)
    - "03" Non-resident/Section 105c school of choice (outside same ISD)
    - "04" Non-resident/Non-public school student
    - "05" Non-resident/No cooperative agreement, no release, not exempted
    - "06" Non-resident/All other non-resident students
    - "07" Non-resident/Home-schooled non-resident
    - "08" Resident/Non-public school student
    - "09" Resident/Section 24 juvenile detention facility
    - "14" Resident/All other resident students
    - "15" Resident/Home-schooled resident

- PSA Codes
  - "08" Resident/Non-public school student
  - "09" Resident/Section 24 juvenile detention facility
  - "10" Resident/For new PSAs (Fall only)
  - "14" Resident/All other resident students
  - "15" Resident/Home-schooled resident
- ISD Codes
  - "06" Non-resident/All other non-resident students
  - "09" Resident/Section 24 juvenile detention facility
  - "11" Resident/School for the Deaf
  - "12" Resident/Section 6(4)(d) non-special education juvenile detention
  - "13" Resident/Students with emotional impairments who are served by a DCH facility
  - "14" Resident/All other resident students
- This characteristic may only contain code "10" when submitted as part of the Fall General Collection by a new PSA reporting membership for the first time; otherwise an error will occur. (PSA must not have claimed FTE previously)
- If this characteristic contains code "01"–"07" (non-resident codes) and the operating district is an LEA-type district (as identified in EEM), then the code submitted in Resident LEA Number in the Personal Demographics component must **not** be the same as the code in Operating District. (Operating District < > Resident LEA Number)
- If this characteristic contains code "08", "09", "14" or "15" (resident codes) and the operating district is an LEA-type district (as identified in EEM), then the code submitted in Resident LEA Number in the Personal Demographics component must be the same as the code in Operating District. (Operating District = Resident LEA Number)
- You are required to submit this characteristic when the sum of General Ed FTE, Section 52 FTE and Section 53 FTE is greater than 0.00. (Submit FTE data in the General Ed. FTE and Special Education component.)
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank in the online form unless you are required to submit it by conditional business rules.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of State Aide and School Finance**
JoEllen Wonsey
517-373-3352
WonseyJ@michigan.gov

For questions concerning public school academies, please contact:

**Michigan Department of Education**
**Office of Education Improvement and Innovation**
Jean Shane or Greg Olzsta
517-241-2375
ShaneJ@michigan.gov

**Characteristic Tip**

*The Student Residency code may impact the foundation amount allowed for the student. Please consult the Pupil Accounting Manual for detailed information about residency.*

# Ten/30-Day Rule

**Characteristic System Name**

Ten30DayRule

**Definition**

The Ten/30-Day Rule allows a student who is absent on the legislated count date to be included in the district's membership for FTE when the following requirements are met (excerpt taken from the Michigan Pupil Accounting Manual):

- The pupil had an authorized excused absence on the count day and attended all classes at least once within 30 calendar days of the count day.
- The pupil had an unexcused absence on the count day, was enrolled and had been in attendance during the current semester or trimester prior to the count day, and attended all classes at least once during the next ten (10) consecutive school days.
- The pupil was enrolled and in attendance in this district, intermediate district, or public school academy prior to the pupil membership count day or supplemental count day but was suspended or expelled on the pupil membership count day or supplemental count day and resumes attendance in all classes in the district within 45 calendar days after the pupil membership count day or supplemental count day. (See 5N Suspension and Expulsion.)

For more detailed information about the Ten/30-Day Rule, please refer to *Section 3 – Pupil Membership Count Requirements* in the Michigan Pupil Accounting Manual and Section 6(8) of the State School Aid Act.

**Use**

CEPI and MDE use these data for compensation and state reporting requirements.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606(6), 188.1606(8) 388.1606a, 388.1606b, 388.1618, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

Field 125: Program Eligibility/Participation II; sixth position

**Specification**

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

**Instructions**

- Choose/enter the code which indicates if the student is being claimed in membership under the Ten/30-Day Rule.

- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- This characteristic is required when the sum of General Ed. FTE, Section 52 FTE and Section 53 FTE is greater than 0.00. (Submit FTE data in the General Education FTE and Special Education components.)
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank in the online form unless you are required to submit it by conditional business rules.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of State Aide and School Finance**
JoEllen Wonsey
517-373-3352
WonseyJ@michigan.gov

**Characteristic Tip**

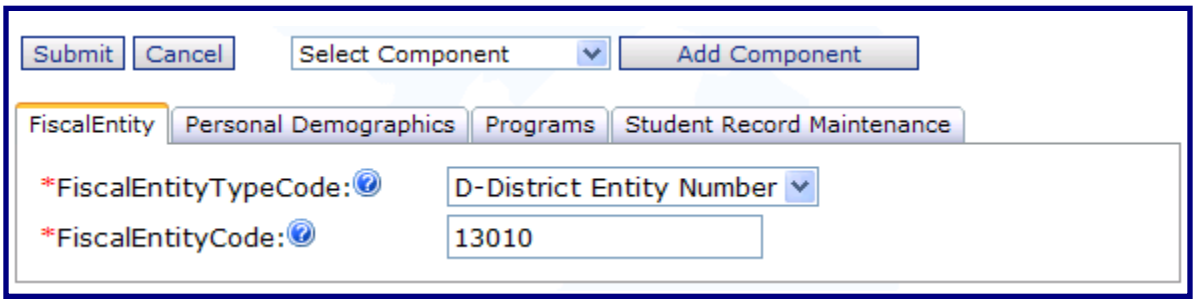
*A student who is suspended or expelled on the legislated count day and is expected to return within the allowed 45 days may be claimed under the Ten 30 Day Rule. However, if you certify the collection and the student does not return as expected, you must notify your ISD auditor and decertify/recertify your collection to remove this FTE prior to the certification deadline.*

# Fiscal Entity Component

We use the Fiscal Entity component to collect data in the Early Childhood Collection about the entity that receives payment, and is fiscally responsible, for the educational programs and/or services provided to the student. You are required to submit this component because there are instances where the entity providing the programs and/or services may differ from the entity that is financially responsible.

### Characteristic Table

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Fiscal Entity Type Code | List of Values | 1 | Required | No | 1 |
| Fiscal Entity Code | Text | 2 | Required | No | 1 |




### Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### When Is This Component Required?

You are required to submit the Fiscal Entity component when you submit a record through the Early Childhood Collection. It is not available for submission in any other collection.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Fiscal Entity Type Code

**Characteristic System Name**

FiscalEntityTypeCode

**Definition**

The category to which the fiscal entity belongs within EEM.

**Use**

CEPI and MDE use these data for grant compliance, tracking and for federal and state reporting requirements.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| A | Agreement Number | The entity is identified in EEM as a grantee or non-school recipient. |
| D | District | The entity is identified in EEM as a LEA, PSA or ISD school district. |

**Instructions**

- Choose/enter the code indicating the entity type, as identified in EEM, of the entity receiving the funding directly from the state to provide programs and/or services for the student/child reported.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Fiscal Entity component.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*In the event that the fiscal entity has a district code and agreement number, use the district code.*

# Fiscal Entity Code

**Characteristic System Name**

FiscalEntityCode

**Definition**

The state-assigned code identifying the entity receiving funding directly from the state to provide programs and/or services to the student/child reported. The fiscal entity may or may not be directly providing the services to the student/child. This code must be either a five-digit entity code for a school district or a nine-digit agreement number for an organization, as identified by the Fiscal Entity Type Code and by the EEM.

**Use**

CEPI and MDE use these data for grant compliance, tracking and for federal and state reporting requirements.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

None

**Specification**

Numeric Text (can have leading zeros); Format: NNNNN or NNNNNNNNN

- Minimum length: 5
- Maximum length: 9

**Instructions**

- Enter the code indicating the entity, as identified in EEM, receiving the funding directly from the state to provide programs and/or services for the student/child reported.
- When the characteristic Fiscal Entity Type Code contains the code "A", the Fiscal Entity Code must contain a code with up to nine digits. Submit leading zeros when applicable.
- When the characteristic Fiscal Entity Type Code contains the code "D", the Fiscal Entity Code must contain a five-digit code. Submit leading zeros when applicable.
- The code you report must be valid in the EEM within the category indicated in the Fiscal Entity Type Code characteristic.
- The entity must be identified as "open-active" or "closed-pending" within EEM for the time period being reported.

- You are required to report this characteristic when you submit the Fiscal Entity component.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

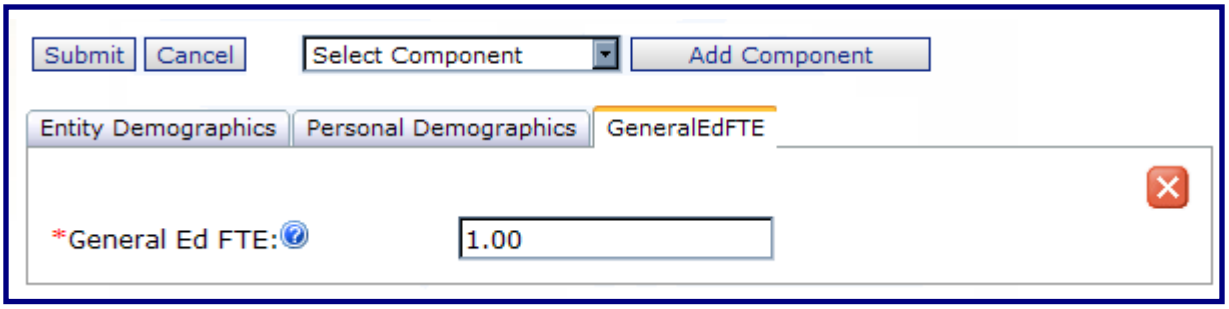
*You should always report the code for the entity receiving the funds directly from the state, even when that entity chooses to subcontract the running of the program(s) or the providing of early childhood services to another entity/agency.*

# NEW General Education FTE

The General Education FTE is the vehicle for claiming membership in general education for a student enrolled in your district. You must report students who are eligible for general education FTE with the General Education FTE component included in their records in order for the applicable FTE to be assigned to the district. If you **fail to submit the FTE data in the record of a student for whom you are claiming membership, you will receive no foundation payment for that student.** (NOTE: This component has been modified from the MSDS FTE component used during the 2009-2010 school year.)

Characteristic Table

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| General Education FTE | Decimal Number | 1 | Required | No | 1 |




**Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

**When Is This Component Required?**

The General Education FTE is an optional component. However, you must submit the data when applicable for each student. If you **fail to submit the General Education FTE in the record of a student for whom you are claiming general education membership, you will receive no foundation payment for that student.**

Remember that **OPTIONAL** does ***NOT*** mean that you do not have to report the data when they are applicable to the student. It means that the ***MSDS SYSTEM*** cannot determine when or for which students you are ***REQUIRED*** to report the data. Each reporting entity is responsible for identifying when it must report the data, based on program requirements.

## Total FTE

You may submit FTE for general education in the General Education FTE and in the Special Education component for special education services; however, the total reported FTE for a student may not be greater than one (1.00).

## Out-Of-State Students

You cannot claim students who are not residents of the state of Michigan for FTE membership. However, you should report them if they are being served by your district. You must report these students with the code "9110" in the Program Eligibility Participation characteristic in the Program Participation component, and should not report them with a Resident LEA Number.

## Resident LEA Dependency

When a student record contains the General Ed FTE characteristic with a total FTE greater than zero, it must also contain a valid code in the Resident LEA Number characteristic in the Personal Demographics component. An error will occur if there is no Resident LEA code.

**NOTE:** Only report the total amount of FTE eligible to be claimed for the general education services received by the student in the General Education FTE component. Special education FTE (Section 52 and Section 53) must be reported in the Special Education component.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# General Education FTE

**Characteristic System Name**

GeneralEdFTE

**Definition**

The full-time equivalency (FTE) for which the student receives educational programs and/or services from the operating district. FTE is an individual pupil's pro rata share of membership.

For more detailed FTE information, please refer to the Michigan Pupil Accounting Manual and Section 6 of the State School Aid Act.

**Use**

MDE and CEPI use these data for tracking and for state school aid foundation payments.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606(6), 188.1606(8) 388.1606a, 388.1606b, 388.1618, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

Field 18: FTE in General Education (Membership)

**Specification**

Decimal number data type with a fixed length format: N.NN

- Minimum value: 0.00
- Maximum value: 1.00

**Instructions**

- Enter the full time equivalency (FTE) for which the student is eligible for general instructional programs provided to regular and special education pupils in grades K–12. Do not include adult education or early childhood participants.
- The reported value must be equal to or greater than zero but no greater than 1.00 (General Ed FTE = > 0.00 and = < 1.00). Do not enter negative values.
- You may use either tenths or hundredths, as long as you are consistent in the use of either one.
- If the reported value is greater than zero (General Ed FTE > 0.00), the student must meet the following age requirements:
  - Less than twenty years of age (Student's age < 20) as of September 1 of the current school year AND five years of age or older (Student's age = > 5) as of December 1 of the current school year.

OR

- If the student is reported with a valid code in Primary Disability in the Special Education component, the student must be less than twenty-six years of age (Student's age < 26) as of September 1 of the current school year AND five years of age or older (Student's age = > 5) as of December 1 of the current school year.

- If the total value of submitted FTE for the student is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in the characteristic Resident LEA Number in the Personal Demographics component. (You may submit FTE data in the Special Education FTE component as well as in the General Education FTE component.)
- The reported value in this characteristic must equal zero (0.00) in the following conditions:
  - If the submitted code in the characteristic Grade or Setting is "14", "20" or "30", (Grade or Setting = "14", "20" or "30" then General Ed. FTE =0.00)
  - If the submitted code in the characteristic Grade or Setting is "00" and the submitted code in Student Residency is "04" or "08". (Grade or Setting = "00" and Student Residency = "04" or "08", then General Ed. FTE =0.00)
  - ~~If the student's enrollment date is after the legislated count date. (Enrollment Date > count date, then General Ed. FTE = 0.00)~~
  - If the reported code in District Exit Status is not "19".
  - If the operating district is an ISD (as identified in EEM) and the reported code in Student Residency is "12" (Student Residency = "12" then General Ed. FTE = 0.00)
  - If the reported school or facility closed prior to the legislated count date (EEM close date < count date, then General Ed. FTE = 0.00)
  - If the reported school or facility opened after the legislated count date. (EEM opened date > count date, then General Ed. FTE = 0.00)
  - ~~If you submit the student with a value in the characteristic District Exit Date prior to the legislated count date. (District Exit Date < count date, then General Ed. FTE = 0.00)~~
- If you enter anything other than a decimal number, the system will generate a file-level error and reject the file upon upload.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form. The default value for online entry is "0.00".

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of State Aide and School Finance**

JoEllen Wonsey
517-373-3352
WonseyJ@michigan.gov

**Characteristic Tip**

*If you fail to submit the FTE data in the record of a student, you will receive no foundation payment for that student.*

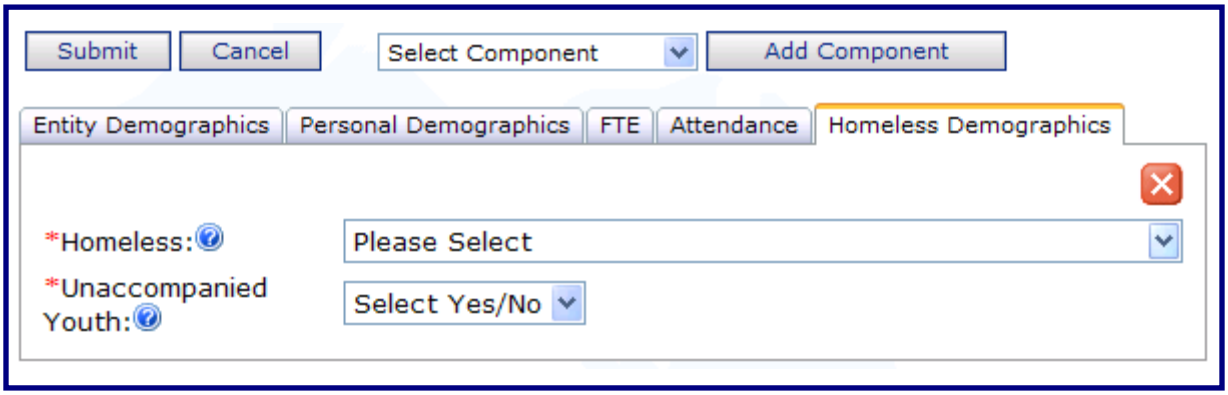
# Homeless Demographics Component

We use the Homeless Demographics component to collect data about students who experience a period of homelessness during the current school year. A student who meets the criteria for homelessness for any period of time within the school year is eligible for all homeless services for the entire school year.

In addition to the Homeless Demographics component, include the Supplemental Nutrition Eligibility (SNE) component on records for homeless students. Please refer to the SNE component details for additional information.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Primary Nighttime Residence (Homeless) | List of Values | 1 | Required | No | 1 |
| Unaccompanied Youth | Yes/No | 2 | Required | No | 1 |




**Component Validation Rules**

These rules apply to the component as a whole. Refer to the Characteristic Detail section for more detailed rules related to specific characteristics within this component..

## When Is This Component Required?

You are required to report the Homeless Demographics component when a student has been identified as homeless. You may submit the component through the General Collections (Fall, Spring and EOY), Student Record Maintenance, Early Childhood, or Supplemental Nutrition Collections. Once you have reported the student as homeless, you do not have to report this component again during the current school year unless the unaccompanied youth status changes to "yes". The system will accept additional submissions of this component if you wish to submit it again to update the student's data or to accommodate your local student information system's data extract.

## Supplemental Nutrition Eligibility

Students who are identified as being homeless are eligible for free milk and/or meals through the Child Nutrition Program and you must report them with code "1" in the SNE component. You may do this via the SNE Collection. If the student is enrolled in your district after that collection closes, you may submit the SNE component in the Student Record Maintenance (SRM), Spring General or EOY General Collections.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Primary Nighttime Residence

**Characteristic System Name**

Homeless

**Definition**

The primary nighttime residence of a student identified as homeless.

According to the McKinney-Vento Act, individuals who lack a fixed, regular, and adequate residence are considered homeless. A fixed residence is one that is stationary, permanent, and not subject to change. A regular residence is one that is used on a regular (i.e., nightly) basis. An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

For more information please refer to Title X, Part C, of the *No Child Left Behind Act*.

**Use**

CEPI and MDE use these data for federal and state reporting requirements and grant allocations.

**Citation**

School Aid Act, MCL 388.1763a; McKinney-Vento Homeless Assistance Act, 42 USC 11431; NCLB, 20 USC 7824, 20 USC 6311, 20 USC 6315, 20 USC 7112, 20 USC 7251, 20 USC 7824

**SRSD Reference**

Field 34: Homeless

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 10 | Shelters | Supervised publicly or privately operated facilities designed to provide temporary living accommodations. (NOTE: Youth shelters and victim shelters are now included within this category.) |
| 11 | Transitional housing | Temporary accommodations for homeless individuals and families provided as a step toward permanent housing. Residents of transitional housing continue to be considered homeless until they move into permanent housing. |
| 12 | Awaiting Foster Care | A student awaiting foster care placement is defined as homeless under the McKinney-Vento Homeless Assistance Act. Additionally, a student placed in a foster care home is considered temporarily placed, thus eligible for McKinney-Vento services, until that student is in the foster care home for a minimum of six (6) months. |

| Code | Text | Description |
|---|---|---|
| 13 | Doubled-Up | Sharing the housing of other persons because of the loss of housing, economic hardship, or a similar reason. This classification requires a case-by-case determination; keeping in mind the determining factor is whether the accommodation is a "fixed, regular and adequate nighttime residence." |
| 14 | Hotel/Motel | A hotel is a building or commercial establishment where people pay for lodging. A motel is a hotel intended to provide short-term lodging for traveling motorists, usually situated close to a highway and having rooms accessible from the parking area. |
| 15 | Unsheltered | Includes cars, parks, campgrounds, temporary trailers, abandoned buildings, and substandard housing. Substandard housing may be determined by local building codes, community norms, and/or as a case-by-case determination as to whether the accommodation is a "fixed, regular, and adequate nighttime residence. (NOTE: Because the Federal Emergency Management Agency (FEMA) trailers are considered temporary trailers, the primary nighttime residence category for FEMA trailers would be "Unsheltered.") |

**Instructions**

- Choose/enter the code which best represents the nighttime residence of the student at the time he or she was first identified as homeless during a given school year.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Homeless component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Education Improvement and Innovation (OEII)**
Pam Kies-Lowe, Homeless Education Consultant
517-241-1162
Kies-LoweP@michigan.gov

**Characteristic Tip**

*When a student has more than one type of nighttime residence, report the nighttime residence of the student at the time he or she was first identified as homeless during a given school year.*

# Unaccompanied Youth Status

**Characteristic System Name**

UnaccompaniedYouth

**Definition**

The student's status as an unaccompanied youth under the McKinney-Vento Act. An unaccompanied youth is an individual who is not in the physical custody of a parent or guardian and who fits the McKinney-Vento definition of homeless.
For more information please refer to Title X, Part C, of the *No Child Left Behind Act*.

**Use**

CEPI and MDE use these data for federal and state reporting requirements.

**Citation**

School Aid Act, MCL 388.1763a; McKinney-Vento Homeless Assistance Act, 42 USC 11431; NCLB, 20 USC 7824, 20 USC 6311, 20 USC 6315, 20 USC 7112, 20 USC 7251, 20 USC 7824

**SRSD Reference**

None

**Specification**

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

**Instructions**

- Choose/enter the code which indicates if the student is an unaccompanied youth, under the McKinney-Vento Act.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Homeless component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Education Improvement and Innovation (OEII)**
Pam Kies-Lowe, Homeless Education Consultant
517-241-1162
Kies-LoweP@michigan.gov

**Characteristic Tip**

*Once the student has met the criteria to be identified as an unaccompanied youth, his or her status for this characteristic remains "Yes" for the current school year.*

# Initial IEP Component

We use the Initial IEP component to collect data about a student who is not currently participating in any special education program or service(s) and is referred for evaluation to determine special education eligibility. Do not report data in this component for a student with disabilities who is participating in special education programs or services at the time a new referral is received. Do not report annual IEP data here either. **You should only report data in the Initial IEP component when the student is not participating in special education programs or services at the time of the referral.** This includes an infant or toddler who has an individualized family service plan (IFSP) but no IEP.

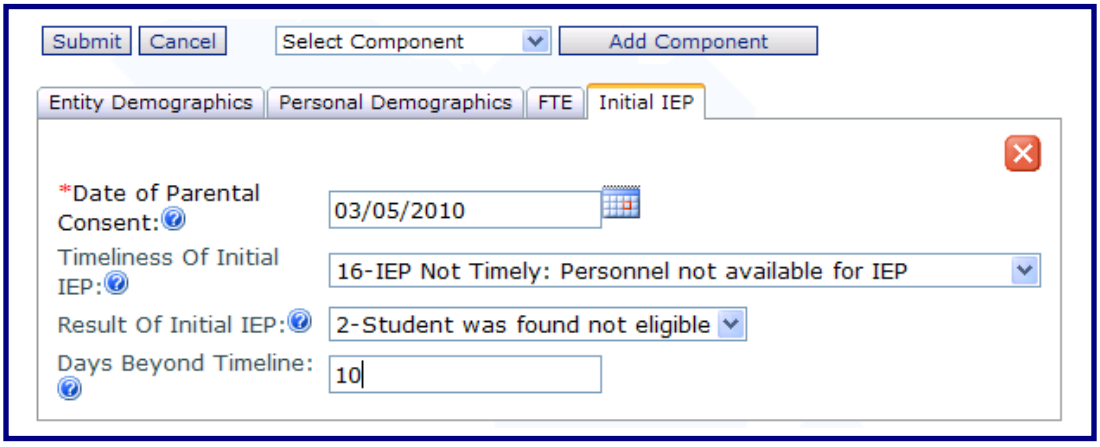
In addition to the Initial IEP component, you may also need to include in the student record one or more of the following components:

- ~~Program Participation~~
- Special Education

When you submit the Initial IEP component, you may or may not report the student with the Special Education component. If the student was evaluated and found not eligible for special education programs and/or services, then would not report the record with any other special education data. Please refer to the applicable component details for additional information.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Date of Parental Consent | Date | 1 | Conditional | No | 1 |
| Timeliness of Initial IEP | List of Values | 2 | Conditional | No | 1 |
| Result of Initial IEP | List of Values | 3 | Conditional | No | 1 |
| Days Beyond Timeline | Whole Number | 4 | Conditional | No | 1 |



## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

## When Is This Component Required?

You are required to submit the Initial IEP component when a student not currently participating in special education programs or services is referred for evaluation to determine the student's eligibility for special education programs and services. You must report the results of a referral in the Initial IEP component in the following situations:

- A student who has never received special education programming or services is referred for evaluation.

  **For example:**
  *Situatio*n 1 - A child who has not previously been evaluated for special education programming or services is referred for evaluation. This is an initial IEP.

  *Situation 2* - A child who was previously evaluated for special education programming or services but was found not eligible, has a new referral for evaluation. This is an initial IEP.

- A student who previously participated in special education programs and/or services, but has since been exited from special education, is referred for evaluation. This student is not currently participating in special education programs or services. Therefore the referral is considered an initial IEP.

  **For example:**
  *Situation 1* - A student previously participating in special education programs or services within your district has been officially exited from special education. This student subsequently receives a new referral for evaluation. Because the student is not currently participating in special education programs or services, this is considered an initial IEP.

  *Situation 2* - A student transfers into a new district. The student had previously participated in special education programs or services and was officially exited from special education by the previous district. Once enrolled in the new district, the student receives a referral for evaluation. Because the student is not currently participating in special education programs or services, this is considered an initial IEP.

- A child moves into Michigan with a current IEP from another state and is enrolled in your district. This student is not currently participating in special education programs or services in the state of Michigan, therefore this is considered an initial IEP. Keep in mind that the child must be immediately provided with a free appropriate public education. Your district must provide the child with the appropriate programs and services, with or

without parental consent, and implement the current IEP or convene an IEP team meeting within 30 school days. Your district must also conduct a review of existing evaluation data for the child to determine if an evaluation to determine eligibility or obtain additional data is necessary. You should also determine if there are additional required timelines that apply. NOTE: a new code ("22") has been added to the characteristic "Timeliness Of Initial IEP" to better identify those students who move into the state of Michigan with an IEP.

If you have questions related to a student who moves in and out of Michigan repeatedly, please contact the Office of Special Education and Early Intervention Services.

## When Is This Component NOT Applicable?

Do not submit the Initial IEP component in any instance when an IEP is held for a student currently participating in special education programs or services. By definition, an initial IEP only applies to students who are not currently participating in special education programs or services. Do not report the results of an IEP in the Initial IEP component in the following situations:

- A student currently participating in special education programs and/or services is referred for evaluation for eligibility for a different special education program and/or service.
- A re-evaluation/IEP is held for a student currently participating in special education programs and/or services. A student participating in special education programs or services is required by NCLB IDEA to be re-evaluated at least once per calendar year. This annual evaluation is not an initial IEP.
- A student transfers into your district from a district where he/she was participating in special education programs and/or services. The student was not officially exited from special education by the other district. Therefore, the student is still eligible for special education programs and/or services under the IEP from the previous district. This is not an initial IEP.

## Non-Public School or Homeschooled Students

A new code ("3") has been added to the characteristic "Results Of Initial IEP" to capture data about non-public school or homeschooled students who have been found eligible for special education programs or services, but whose parents decline services. When services are declined before the student begins receiving them, you must report this code.

**For example:**
The student is referred for evaluation and parental consent is obtained. The student is evaluated and found eligible for special education programs or services. The parent refuses the special education programs and services offered to the student by your district. The student continues

his/her education through the non-public or home school. Since the student did not begin receiving special education programming or services, only the Initial IEP component should be included in the student record. Do not include the Special Education component.

If you are not sure if a referral should be considered an initial IEP, please contact the Office of Special Education and Early Intervention Services for additional guidance.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Date of Parental Consent

**Characteristic System Name**

DateOfParentalConsent

**Definition**

The date on which the entity received the signed Parental Consent to Evaluate form. It is the beginning of the timeline for completion of the initial IEP.

**Use**

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) submitted to USED.

**Citation**

Michigan's Administrative Rules for Special Education, R 340.1722a and R 340.1721c; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 1414

**SRSD Reference**

None

**Specification**

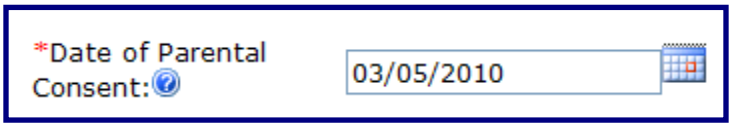
Date (only); CCYY-MM-DD

**Instructions**

- The reported date must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<DateOfParentalConsent>**2010-03-05**</ DateOfParentalConsent >

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.




You are required to report this characteristic when you report the Initial IEP component and the code reported in Timeliness Of Initial IEP is not "22".

- If the student has had a previous initial IEP, the reported date in this characteristic must be after the date of the previous initial IEP parental consent date.

- If the student has been exited from special education, the reported date in this characteristic must be after the most recent special education exit date.
- The reported date must be equal to or after the student's date of birth.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Submit the Date of Parental Consent in the reporting period during which the parental consent was received.*

# Timeliness of Initial IEP

**Characteristic System Name**

TimelinessOfInitialIEP

**Definition**

The timeliness status for the evaluation of eligibility.

**Use**

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) submitted to USED.

**Citation**

Michigan's Administrative Rules for Special Education, R 340.1722a and R 340.1721c; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 1414

**SRSD Reference**

Field 39a: Completion of Initial IEP

**Specification**

List of values (choose from list)

**Use these codes when an initial IEP was completed within the required timeline:**

| Code | Text | Description |
|---|---|---|
| 11 | IEP completed within 30 school days | The evaluation was completed within the allocated 30 school days. |
| 12 | IEP completed within extended timeline | The evaluation was completed within the agreed-upon written timeline extension. |
| 22 | Child moved into Michigan from another state with a current IEP | The IEP from the previous state was implemented while conducting a review of the existing evaluation or convening an IEP team meeting within 30 school days. |

**Use these codes when an initial IEP was completed, but not within the required timeline:**

| Code | Text | Description |
|---|---|---|
| 13 | IEP Not Timely: Parent did not make child available | The child's parent(s) or guardian(s) did not make the child available for evaluation during the timeline. |

| Code | Text | Description |
|---|---|---|
| 14 | IEP Not Timely: Timeline began in previous district | The child enrolled in the district after the 30-school-day timeline began and prior to a determination of eligibility by the previous district. |
| 15 | IEP Not Timely: Personnel not available for Evaluation | Evaluation personnel not available to complete the evaluation within the 30-school-day timeline or agreed-upon written extension. |
| 16 | IEP Not Timely: Personnel not available for IEP | District staff not available to complete the IEP within the 30-school-day timeline or agreed-upon written extension. |
| 17 | IEP Not Timely: External reports not available | Doctors, hospitals, etc. did not respond with legally required reports needed for certification of impairment. |

**Use these codes when an initial IEP will never be completed:**

| Code | Text | Description |
|---|---|---|
| 18 | IEP Not Completed: Student died | Because of the death of student, evaluation and/or initial IEP will not be completed. |
| 19 | IEP Not Completed: Parent withdrew consent | The child's parent(s) or guardian(s) revoked consent for evaluation. |
| 20 | IEP Not Completed: Parent did not make child available | The district made an attempt to evaluate the child, but his/her parent(s) or guardian(s) did not make the child available for evaluation. |
| 21 | IEP Not Completed: Student moved | The child moved from the district and was unavailable for the completion of the evaluation and initial IEP. |

**Instructions**

- Choose/enter the code that best represents the timeliness status for the evaluation of eligibility for the student.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- Submit this characteristic in the reporting period during which the evaluation and IEP were completed.
- When you report data in the characteristics ResultOfInitialIEP or DaysBeyondTimeline, you must also submit a valid code in TimelinessOfInitialIEP .

- When you report code "22", you must submit the characteristic Result of Initial IEP with code "01".
- When you report code "22", you are not required to report the characteristic Date of Parental Consent.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Report the Timeliness of Initial IEP after the completion of the evaluation and IEP.*

# Result of Initial IEP

**Characteristic System Name**

ResultOfInitialIEP

**Definition**

The outcome of the initial IEP determining if the student is eligible or ineligible for special education programs and services.

**Use**

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) submitted to USED.

**Citation**

Revised Rules for Special Education, R340.1722a and R340.1721c; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 614

**SRSD Reference**

Field 39b: Result of Initial IEP

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 1 | Student was found eligible | The student was evaluated and found eligible for special education programs and/or services. |
| 2 | Student was found not eligible | The student was evaluated and found not eligible for special education programs and/or services. |
| 3 | Student was found eligible, services refused | The student was evaluated and found eligible for special education programs and/or services; however the parent or guardian refused special education programs and services. NOTE: This code should only be used when the student has been parentally placed in a non-public school or is homeschooled. |

**Instructions**

- Choose/enter the code that best represents the results of the student's evaluation of eligibility for special education programs and/or services.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.

- If you report code "3" in this characteristic, the Student Residency characteristic in the Entity Demographics component must contain one of the following codes: "04", "07", "08" or "15".
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required by another business rule to enter it.
- Submit this characteristic in the reporting period during which the evaluation and IEP were completed.
- If the characteristic Timeliness of Initial IEP contains code "11", "12", "13", "14", "15", "16", "17" or "22", then this characteristic must contain a valid code.
- If the characteristic Timeliness of Initial IEP contains code "22", then this characteristic must contain code "1".
- If the characteristic Timeliness of Initial IEP contains code "18", "19", "20" or "21", do not submit this characteristic in the XML file or, in the online entry form, leave it blank.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Only report the Result of Initial IEP if an evaluation and IEP are completed.*

# Days Beyond Timeline

**Characteristic System Name**

DaysBeyondTimeline

**Definition**

The number of calendar days that the evaluation and completion of the initial IEP went beyond the 30 school-day timeline or agreed-upon written extension.

**Use**

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) submitted to USED.

**Citation**

Michigan Administrative Rules for Special Education, R340.1722a and R340.1721c; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446), Sec. 614

**SRSD Reference**

Field 39c: School Days Beyond Evaluation and Completion of Initial IEP Timeline

**Specification**

Whole number (integer) data type, format: NNN

- Maximum length: 3
- Minimum value: 0
- Maximum value: 365

**Instructions**

- Enter the whole number (0-365) that represents the number of calendar days that the evaluation and completion of the initial IEP went beyond the 30 school-day timeline or agreed-upon written extension
- If you enter anything other than a whole number, 0 through 365, the system will generate a file-level error and will reject the file upon upload.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required by another business rule to enter it.
- If the characteristic Timeliness of Initial IEP contains code "13", "14", "15", "16", "17" then this characteristic must contain a value greater than zero.
- If the characteristic Timeliness of Initial IEP contains code "11", "12", "18", "19", "20", "21" or "22", do not submit this characteristic in the XML file or in the online entry form, leave the characteristic blank.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Only report the Days Beyond Timeline characteristic if an evaluation and IEP are completed beyond the 30 school-day or written agreed-upon timeline.*

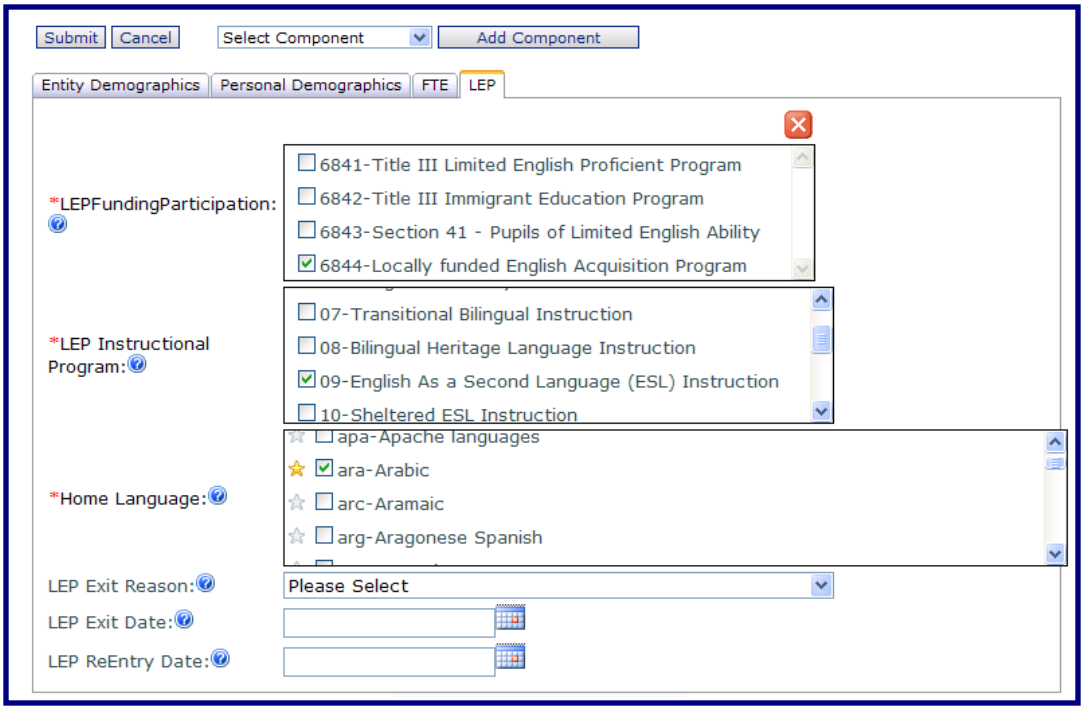
# Limited English Proficiency (LEP) Component

We collect data in the LEP component about students who have been identified as having limited English proficiency.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Funding Participation | List of Values | 1 | Required | Yes | Unbounded (1 per code)* |
| LEP Instructional Program | List of Values | 2 | Required | Yes | Unbounded (1 per code)* |
| Home Language | List of Values | 3 | Required | Yes | Unbounded |
| LEP Exit Reason | List of Values | 4 | Conditional | No | 1 |
| LEP Exit Date | Date | 5 | Conditional | No | 1 |
| LEP Re-Entry Date | Date | 6 | Optional | No | 1 |

*The schema rules allow users to upload the file with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.



## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

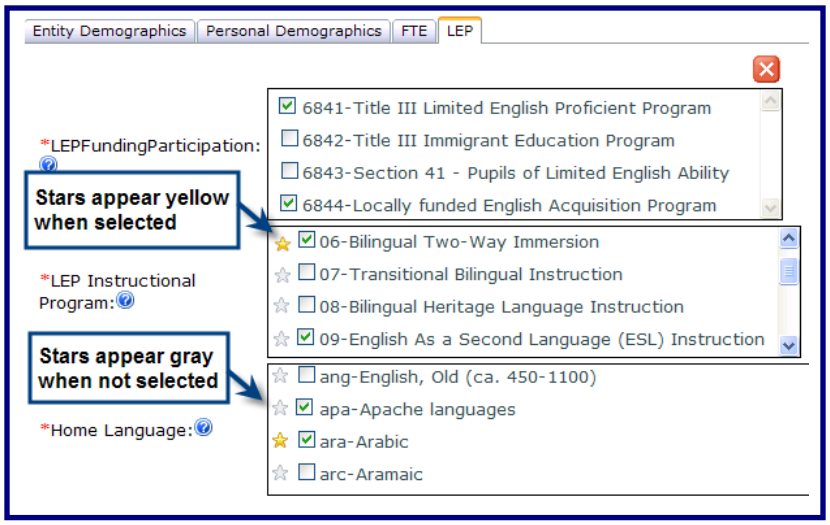
~~**Program Participation Dependency**~~

~~The LEP component is conditionally dependent upon the Program Participation component. You are required to submit this component when the submitted record includes the code "6840" in the Program Eligibility Participation characteristic. The system will generate a record-level error if the LEP component is missing. You may also submit the LEP component (but you are not required to) when the Program Eligibility Participation characteristic contains code"9130" (Immigrant).~~

~~You may not submit the LEP component when the Program Eligibility Participation characteristic does not contain code "6840" (Limited English Proficient) or "9130" (Immigrant).~~

## Primary Codes

This component is not multi-valued; however, you can submit the characteristics LEP Funding Participation, LEP Instructional Program and Home Language multiple times through this component (up to once per code). If you include more than one occurrence of the characteristics LEP Instructional Program or Home Language in the record, MSDS will identify the code contained in the first occurrence as the primary value for reporting purposes. When entering these data manually, users must identify the primary code by selecting the star next to the code. If only one code is selected, that code will be considered primary.




Do not select a primary code for LEP Funding Participation.

The LEP section of this student record in the XML file would look similar to this (NOTE: the characteristic system name for Home Language is "PrimaryLanguage"):

```
<LEP>
      <FundingParticipation>6841</FundingParticipation>
      <FundingParticipation>6844</FundingParticipation>
      <LEPInstructionalProgram>06</LEPInstructionalProgram>
      <LEPInstructionalProgram>09</LEPInstructionalProgram>
      <PrimaryLanguage>ara</PrimaryLanguage>
      <PrimaryLanguage>apa</PrimaryLanguage>
</LEP>
```

## Language Codes

MSDS utilizes the three-character (alphabetic) language codes provided in the *ISO 639-2 Codes for the Representation of Language Names* (http://www.loc.gov/standards/iso639-2/php/code_list.php). These are the codes used by USED for reporting.

# Definition of Limited English Proficient

**(According to No Child Left Behind)**

**http://www.ed.gov/legislation/ESEA02/**

Title IX General Provisions, Part A Definitions

Section 9101 (25) Limited English Proficient: The term "limited English proficient," when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Also see http://www.michigan.gov/documents/Revised_State_Manual_2003_64173_7.pdf

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# LEP Funding Participation

**Characteristic System Name**

FundingParticipation

**Definition**

The funding source that is utilized for the limited-English proficient program/service in which the student participates.

**Use**

Because of No Child Left Behind legislation, we are required to track limited-English proficient students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

**Citation**

NCLB, 20 USC 6913; 20 USC 6894; Immigration and Nationality Act, 20 USC 6825, 20 USC 6842

**SRSD Reference**

Field 82: Funding Participation

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 6841 | Title III Limited English Proficient Program | A federal program under No Child Left Behind that provides instruction and professional development to help limited-English proficient (LEP) students in the speedy acquisition of English-language proficiency, to achieve in core academic subjects, and to meet state standards. |
| 6842 | Title III Immigrant Education Program | A federal program under No Child Left Behind that provides immigrant children and youth with high quality instruction that helps them meet challenging state standards, and assists them in their transition into American society. |

| Code | Text | Description |
|---|---|---|
| 6843 | Section 41 – Pupils of Limited English Ability | A state program that provides bilingual instruction for limited English-speaking pupils in speaking, reading, writing, or comprehension. The instruction must be conducted or supervised by a teacher with a Michigan bilingual endorsement. It uses two languages, English and the home language, as the means of instruction. |
| 6844 | Locally funded English Acquisition Program | Student participates in a locally funded LEP program that does not receive state or federal funds |

**Instructions**

- Choose/enter the code that best represents the funding source used.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit at least one occurrence of this characteristic when you submit the LEP component.
- If the code reported in this characteristic is "6842" then one of the codes you submit in the characteristic Program Eligibility Participation in Program Participation component must be "9130" (Immigrant).
- If the code reported in this characteristic is "6841", "6842" or "6843" then you must also report at least one occurrence of the characteristic Home Language (PrimaryLanguage) in this record.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*If your district provides LEP instruction for a student but does not receive specific LEP state or federal funding, report this characteristic with the funding source "Locally funded English Acquisition Program" (code 6844).*

# LEP Instructional Program

**Characteristic System Name**

LEPInstructionalProgram

**Definition**

The English-language acquisition program(s) in which the student is currently enrolled.

**Use**

Because of No Child Left Behind legislation, we are required to track limited-English proficient students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

**Citation**

NCLB, 20 USC 6913; 20 USC 6894

**SRSD Reference**

Field 71: LEP Instructional Program

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 05 | Bilingual Dual-Language Instruction | The goal of these bilingual programs (also known as two-way or developmental) is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually composed of half native English speakers and half native speakers of the other language. |
| 06 | Bilingual Two-Way Immersion | Bilingual two-way immersion is a program in which a second language (English) is used along with the student's first language for curriculum instruction during some part of elementary or secondary schooling. The goal of two-way immersion programs is functional competence in both languages. |
| 07 | Transitional Bilingual Instruction | This program, also known as early-exit bilingual education, utilizes a student's primary language instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining and developing skills in English. The primary purpose of a TBI program is to facilitate the English-language learner's (ELL's) transition to an all-English instructional program, while receiving academic subject instruction in the native language to the extent necessary. |

| Code | Text | Description |
|---|---|---|
| 08 | Bilingual Heritage Language Instruction | An instructional program that aims to develop fully bilingual and bi-literate students by conducting core curriculum classes in English and in the student's home language. |
| 09 | English As a Second Language (ESL) Instruction | A program of techniques, methodology, and special curriculum designed to teach English-language learners (ELLs) skills, which may include listening, speaking, reading, writing, study skills, content vocabulary and cultural orientation. ESL instruction is usually in English with little use of the native language. |
| 10 | Sheltered ESL Instruction | An instructional approach used to make academic instruction in English understandable to English language learners (ELLs). In the sheltered classroom, teachers use physical activities, visual aids and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. |
| 11 | Structured English Immersion | The goal of this program is acquisition of English language skills so that the English language learner (ELL) can succeed in an English-only mainstream classroom. |
| 12 | Content-based English as a Second Language | This approach makes use of instructional materials, learning tasks and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction. |
| 13 | Newcomer Program | Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English-language development programs, or mainstream classrooms with supplemental ESL instruction). |
| 14 | Other Program | Student participates in an LEP program other than one described. |
| 15 | Refused Services | The student is determined to be eligible for LEP services and services have been refused. |
| 16 | No Services Offered | No LEP Services are offered by the district. NOTE: Under Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color or national origin, a school district is required by law to take steps to help LEP students and ELLs overcome language barriers and to ensure that they can participate meaningfully in the districts' educational programs. A complete discussion of the law and guidance is available at: http://www.ed.gov/about/offices/list/ocr/ell/index.html |

**Instructions**

- Choose/enter the code that best represents the program in which the student participates.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit at least one occurrence of this characteristic when you submit the LEP component.
- If you include multiple occurrences of this characteristic with the record, the first submitted code will be identified as the primary program. Primary values are indicated with a yellow star in the online form.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*When a student participates in multiple LEP programs, indicate the primary program by reporting it first or by selecting the star beside it in the online entry form.*

# Home Language

**Characteristic System Name**

PrimaryLanguage

**Definition**

The student's primary or home language if a home language survey indicates that the language of the home is not English or the student's primary language is not English.

**Use**

Because of No Child Left Behind legislation, we are required to track limited-English proficient students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

**Citation**

Immigration and Nationality Act, 20 USC 6825; NCLB 20 USC 6917, 20 USC 6914

**SRSD Reference**

Field 75: Primary Language

**Specification**

List of values (choose from list)

- Use the three-character (alphabetic) language codes provided in the *ISO 639-2 Codes for the Representation of Language Names* (http://www.loc.gov/standards/iso639-2/php/code_list.php). These are the codes used by USED for reporting.

  There are a number of languages that are not included on this list. Please follow the directions below for reporting languages that do not appear on the ISO 639-2 listing of language codes.

  - We provide collective language codes for languages where a relatively small number of documents exist or are expected to be written, recorded or created. The word "languages" as part of a language name in the ISO 639-2 indicates that this is a collective language code. Do not used a collective language code when an individual language code is available.
  - When a student's language is not included on the ISO list of permitted codes, please code the language as: "mis" [Miscellaneous Language (Uncoded)].
  - Only use the code "und" (Undetermined) when the student's home language is unknown or truly cannot be determined.

  If you have any programmatic questions, please contact the Office of Education Improvement and Innovation.

**Instructions**

- Choose/enter the code that best represents the language spoken in the student's home.
- If you enter anything other than one of the codes included in the list of language codes provided in the *ISO 639-2 Codes for the Representation of Language Names* list, the system will generate a file-level error and reject the file upon upload.
- You are required to submit at least one occurrence of this characteristic when you submit the LEP component.
- If you include multiple occurrences of this characteristic with the record, the first submitted code will be identified as the primary language. Primary values are indicated with a yellow star in the online form.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*When a student has multiple languages spoken in the home, indicate the primary language first.*

# LEP Exit Reason

**Characteristic System Name**

LEPExitReason

**Definition**

The reason that the student is no longer participating in a limited-English proficient program.

**Use**

Because of No Child Left Behind legislation, we are required to track limited-English proficient students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

**Citation**

NCLB, 20 USC 7012

**SRSD Reference**

Field 78: LEP Exit Reason

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 50 | Student scored in the proficient range on the ELP test | On an assessment of English language proficiency, the student scored in the proficient range. |
| 51 | Student left school | The student left school for a reason other than graduation. |
| 52 | Parent request | The parent/guardian requested that the student be removed. |
| 53 | Student graduated | The student graduated from school. |
| 54 | Other | Student has left the program to participate in services provided by another school program, such as special education, for example. |

**Instructions**

- Choose/enter the code that best represents the reason that the student is no longer participating in the LEP program.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the characteristic LEP Exit Date with a valid date.

- If this characteristic contains code "51", then the District Exit Status characteristic in Entity Demographics must contain code "05"–"18", "20" or "21".
- If this characteristic contains code "53", then the District Exit Status characteristic in Entity Demographics must contain code "01"–"04", "40", "41" or "42".

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

# LEP Exit Date

**Characteristic System Name**

LEPExitDate

**Definition**

The date (month, day, and year) that the student was no longer engaged in either a LEP or an ESL program or service.

**Use**

Because of No Child Left Behind legislation, we are required to track limited-English proficient students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

**Citation**

NCLB, 20 USC 7012; Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 79: LEP Exit Date

**Specification**

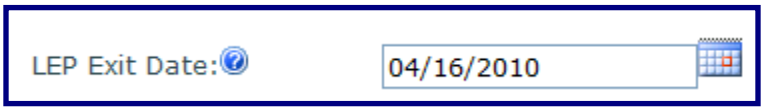
Date (only); CCYY-MM-DD

**Instructions**

- The reported date must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

    <LEPExitDate>**2010-04-16**</LEPExitDate>

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

- You are required to submit this characteristic when you submit the characteristic LEP Exit Reason.
- You may not submit a future date in this characteristic.
- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.

- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering through the online form, unless you are required to submit it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

# LEP Re-Entry Date

**Characteristic System Name**

LEPReEntryDate

**Definition**

The date (month, day and year) that the student became re-engaged in either an LEP or an ESL program or service. This student has transitioned out of English-language acquisition programs in the last two years, but was reclassified as LEP after transitioning. The reason for the reclassification may be classroom performance, state test performance, teacher recommendation, self-referral, parent request or other.

**Use**

No Child Left Behind legislation requires the tracking of limited-English proficient students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

**Citation**

Elementary and Secondary Education Act of 2001 (NCLB), Title III, Sec. 3123; Section 41 Instruction for Pupils of Limited English Speaking Ability; Immigration and Nationality Act 3123; Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 81: Date of Re-entry into LEP Program

**Specification**

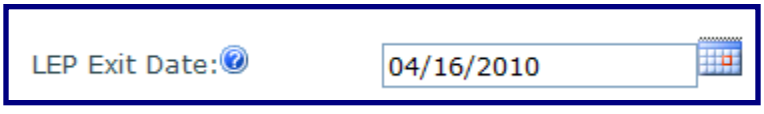
Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

    <LEPExitDate>**2010-04-16**</LEPExitDate>

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

- If you enter anything other than a date in this characteristic, the system will generate a file-level error and will reject the file upon upload.

- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when enter it through the online form, unless you are required to enter it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*The date of re-entry must be after the last reported LEP Exit Date.*

# Migrant Component

We use the Migrant component to collect data about students who are eligible for migrant programs or services. The student may or may not be participating in any migrant programs or services.

In addition to the Migrant component, you may also need to include one or more of the following components in records for students eligible for migrant programs or services:

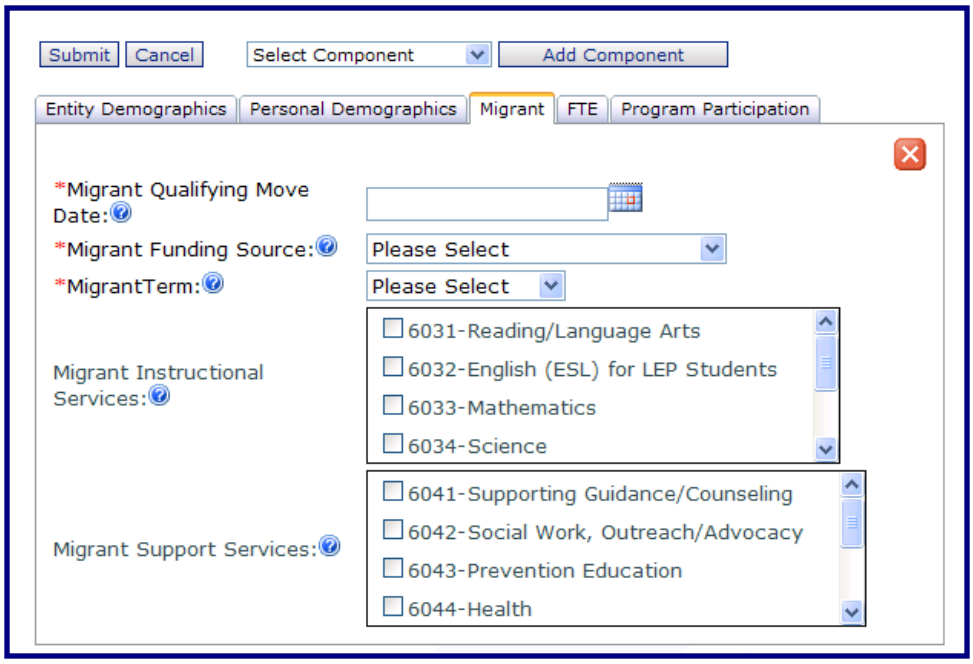
- ~~Program Participation~~
- Supplemental Nutrition Eligibility
- Migrant Curriculum Courses

Please refer to the applicable component details for additional information.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Migrant Qualifying Move Date | Date | 1 | Required | No | 1 |
| Migrant Funding Source | List of Values | 2 | Required | No | 1 |
| Migrant Term | List of Values | 3 | Required | No | 1 |
| Migrant Instructional Services | List of Values | 4 | Optional | Yes | Unbounded (1 per code)* |
| Migrant Support Services | List of Values | 5 | Optional | Yes | Unbounded (1 per code)* |

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.




## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

## When Is This Component Required?

You are required to submit the Migrant component for any student who has been identified as eligible for instructional programs or support services under Title I, Part C Migrant Education Program. A student younger than twenty-two (22) years of age is eligible for this program if he/she meets each of the following criteria (per Sections 1309 and 1115(b)(1)(A) and 34CFR 200.40(c) and (e)):

- has not graduated from high school and does not hold a high school equivalency certificate;
- is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher;
- has moved within the preceding thirty-six (36) months to obtain, or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; and
- has moved from one school district to another.

For additional information about the Migrant Education Program, please refer to MDEs Migrant Education Program Web page.

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_38824---,00.html

**~~Program Participation Dependency~~**

~~The Migrant component is conditionally dependent upon the Program Participation component. When the submitted record includes code "6301" in the Program Eligibility Participation characteristic, you are required to submit the Migrant component, or the system will generate a record-level error.~~

~~Do not submit the Migrant component when the Program Eligibility Participation characteristic does not contain code "6301".You must report the Program Eligibility Participation characteristic with code "6301" when you report this component. The system will generate record-level errors if you do not meet this dependency.~~

## Reporting Summer and Regular Term Data

The Migrant component schema does not allow you to submit multiple occurrences of the component for each student. Therefore, ~~for the current school year (2010-2011),~~ report data for students eligible for migrant programs as follows:

- **Report Regular Term** data (programs and services the student participates in during the regular school year) via the General (Fall, Spring and EOY) Collections.
- **Report Summer Term** data (programs and services the student participated in during 2010 summer school) via the Student Record Maintenance Collection.
    - Note: Report Summer term services in the 2010-2011 school year using the following characteristics:
        - MigrantRegularTermInstrServices
        - MigrantRegularTermSupServices
- NOTE: We will not be correcting the characteristic name issue identified in the schemas for the 2009-2010 school year in the 2010-2011 schemas. We have corrected the characteristic labels that are in the user interface. We are continuing to evaluate options and will keep you informed if we find an acceptable solution that can be implemented next year. Please keep in mind that XML requires using the exact name specified.

## Supplemental Nutrition Eligibility

Students who are eligible for the Migrant Education Program are also eligible for free milk and/or meals through the Child Nutrition Program. Report these students with code "1" in the SNE component via the SNE Collection. If the student is enrolled in your district after that collection closes, you may submit the SNE component in the Student Record Maintenance (SRM), Spring General or EOY General Collections.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Migrant Qualifying Move Date

**Characteristic System Name**

MigrantQualifyingMoveDate

**Definition**

The date (month, day and year) of the most recent move that qualifies the student for the Migrant Education Program.

**Use**

CEPI and MDE use these data for NCLB and Migrant Education Program reporting.

**Citation**

School Aid Act, MCL 388.1606; NCLB, 20 USC 6394, 20 USC 6399

**SRSD Reference**

Field 84: Date of Qualifying Move

**Specification**

Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<MigrantQualifyingMoveDate>**2009-07-18**</MigrantQualifyingMoveDate >

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

- You are required to submit this characteristic when you submit the Migrant component.
- If you enter anything other than a date in this characteristic, the system will generate a file-level error and will reject the file upon upload.
- The reported in this characteristic must be after the student's Date of Birth (Personal Core component). The system will generate an error if the submitted date is before the student's birth date. (Migrant Qualifying Move Date > Date of Birth)

- The system will generate a warning if the reported date is not within thirty-six (36) months of the date reported in:
  - Ongoing collections: the characteristic As Of Date, which you submitted in the Student Record Maintenance component.
  - Single Certification collections: the characteristic Date of Count, which you submitted in the Entity Demographics component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*Submit course data for migrant students within ten (10) days of their enrollment in or exit from your district. Please refer to the Migrant Curriculum Courses sections of the manual for additional details.*

# Migrant Funding Source

**Characteristic System Name**

MigrantFundingSource

**Definition**

Type of funding under which this student is eligible to receive programs or services.

**Use**

CEPI and MDE use these data for NCLB and Migrant Education Program reporting.

**Citation**

School Aid Act, MCL 388.1606; NCLB, 20 USC 6394, 20 USC 6399

**SRSD Reference**

Field 89: Funding for Service/Program

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 1 | Title I Part A | Student is eligible to receive services/programs fully or partially supported with funds from Title I Part A-Education for the Disadvantaged. |
| 2 | Title I Part C | Student is eligible to receive services/programs fully or partially supported with funds from Title I Part C-Migrant Education Program. |
| 3 | Both Title I Part A and Part C | Student is eligible to receive services/programs fully or partially supported with both Title I funding sources. |

**Instructions**

- Choose/enter the code that represents the type of funding used for the student's program and/or service.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- You are required to submit this characteristic is required when you submit the Migrant component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

# Migrant Term

**Characteristic System Name**

MigrantTerm

**Definition**

The portion of the year during which the student was eligible for the Migrant Education Program.

**Use**

These data are used for NCLB and Migrant Education Program reporting.

**Citation**

School Aid Act, MCL 388.1606; NCLB, 20 USC 6394, 20 USC 6399

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 1 | Regular | The student was eligible during the regular school year/program year. |
| 2 | Summer | The student was eligible during the summer or intersessions, or received home-based instruction. |

**Instructions**

- Choose/enter the code that represents the timeframe being reported.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- You are required to submit this characteristic when you submit the Migrant component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

# Migrant Instructional Services

**Characteristic System Name**

MigrantRegularTermInstrServices

**Definition**

Educational activities for preschool-aged children and instruction in elementary and secondary schools, in which the student participates that are paid for (in whole or in part) with MEP funds (e.g., tutoring before and after school).

**Use**

CEPI and MDE use these data for NCLB and Migrant Education Program reporting.

**Citation**

School Aid Act, MCL 388.1606; NCLB, 20 USC 1070, 20 USC 6315

**SRSD Reference**

Field 85: Regular Term Instructional Services and Field 87: Summer Term/Intersession Instructional Services

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 6031 | Reading/Language Arts | Instructional program designed to improve the student's reading or language arts skills. |
| 6032 | English (ESL) for LEP Students | Instructional program designed to improve the student's English language skills. |
| 6033 | Mathematics | Instructional program designed to improve the student's mathematics skills. |
| 6034 | Science | Instructional program designed to improve the student's science skills. |
| 6035 | Social Studies | Instructional program designed to improve the student's social studies skills. |
| 6036 | Vocational/Career | Instructional program designed to improve the student's vocational or career skills. |
| 6037 | Other | Instructional program designed to improve the student's skills not covered in another category. |

**Instructions**

- Choose/enter the code that represents program in which the student participates. Include only those instructional services provided in whole or in part with Migrant Education Program (MEP) funds.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.

- This characteristic is optional. However, you must report all programs in which the student participates that are paid for in whole or in part with MEP funds.
- You may submit this characteristic up to seven (7) times within the Migrant component when the student participates in multiple services. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than seven.]
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when enter it through the online form.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*Use this characteristic for reporting both regular and summer term instructional services.*

# Migrant Support Services

**Characteristic System Name**

MigrantRegularTermSupServices

**Definition**

Educationally related activities provided to the student that are paid for (in whole or in part) with Migrant Education Program (MEP) funds (i.e., advocacy for migrant children; health, nutrition and social services for migrant families; necessary educational supplies; transportation).

**Use**

These data are used for NCLB and Migrant Education Program reporting.

**Citation**

School Aid Act, MCL 388.1606; NCLB, 20 USC 1070, 20 USC 6315

**SRSD Reference**

Field 86: Regular Term Support Services and Field 88: Summer Term/Intersession Support Services

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 6041 | Supporting Guidance/Counseling | School-based counseling services, referrals to community agencies. |
| 6042 | Social Work, Outreach/Advocacy | School-based social work services, collaboration with community agencies, school-based student groups. |
| 6043 | Prevention Education | Summer programs, school-based student programming targeting nutrition, alcohol, smoking drug use, gang participation. |
| 6044 | Health | School-based and summer programs targeting nutrition, fitness. |
| 6045 | Dental | School-based or summer program dental checks, emergency dental care, community agency referral. |
| 6046 | Eye Care | School-based and summer vision checks, emergency repair, glasses. |
| 6047 | Pupil Transportation | Summer program participation for certified migrant students. |
| 6048 | Other | School-based service or summer program for certified migrant students that does not fall within one of the other categories. |

**Instructions**

- Choose/enter the code that represents the service provided to the student. Include only those support services provided in whole or in part with Migrant Education Program (MEP) funds.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- This characteristic is optional. However, you must report all support services provided to the student that are paid for in whole or in part with MEP funds.
- You may submit this characteristic up to eight (8) times within the Migrant component when the student receives multiple services. [NOTE: The schema rules allow you to upload the file with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than eight.]
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering it through the online form.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*Use this characteristic to report both regular and summer term instructional services.*

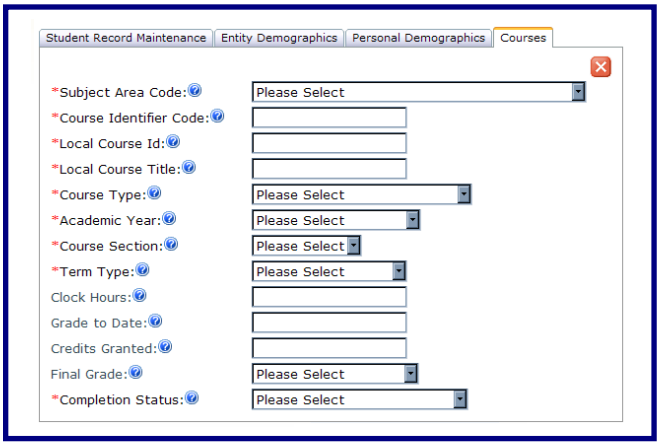
# Migrant Curriculum Courses Component

We use the MSDS Migrant Curriculum Courses component to collect the migrant student course information via the Student Record Maintenance Collection. According to federal rules, when a student who is eligible for migrant services (whether or not he/she is actually participating in services) enrolls in a district, the curriculum/course enrollment information must be submitted to the federal Migrant Student Information Exchange (MSIX) system within ten school days. Likewise, when a migrant student exits a district, you must update the student's curriculum/course data within ten school days.

The MSDS interfaces with the Migrant Education Database System (MEDS) to meet these federal reporting requirements. MEDS will send information to MSDS about a student's migrant program enrollment and exit (not necessarily the same as the district enrollment/exit). Data collected in MSDS will automatically update into MEDS on a nightly basis. MEDS will then transmit data to MSIX as required.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Subject Area Code | List of Values | 1 | Required | No | 1 |
| Course Identifier Code | Numeric Text | 2 | Required | No | 1 |
| Local Course ID | Text | 3 | Required | No | 1 |
| Local Course Title | Text | 4 | Required | No | 1 |
| Course Type | List of Values | 5 | Required | No | 1 |
| Course Section | List of Values | 6 | Required | No | 1 |
| Academic Year | List of Values | 7 | Required | No | 1 |
| Term Type | List of Values | 8 | Required | No | 1 |
| Clock Hours | Decimal | 9 | Conditional | No | 1 |
| Grade to Date | Whole Number | 10 | Conditional | No | 1 |
| Credits Granted | Decimal | 11 | Conditional | No | 1 |
| Final Grade | Text | 12 | Conditional | No | 1 |
| Completion Status | List of Values | 13 | Required | No | 1 |



## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

## When Is This Component Required?

You must submit the Migrant Curriculum Courses component when a student identified as eligible for migrant services enrolls in or exits from your district. (Please refer to the Migrant component section for additional information about migrant eligibility.) You may also submit this component when there are updates to the student's course status, such as at the end of a marking period, or if a student drops or adds a course. At the end of the school year, you must also update the student's status to show his/her final disposition in all reported courses for the year.

The Migrant Curriculum Courses component is multi-valued, meaning you may submit it multiple times per student record. Each occurrence of this component contains the information for one course in which the student is enrolled.

## Whom Do We Report?

You are required to report any public school student identified and certified as eligible for migrant services, regardless of an entity's participation in the federally funded Migrant Education Program.

Enroll students who have not yet been enrolled by your district but have been identified from the MEDS system as enrolled as migrants with the appropriate district enrollment information.

## When Do We Report?

The MSDS Student Record Maintenance Collection is open all year, so you can update your student participation and curriculum data at any time. Migrant programs and districts serving migrant students are required to submit student course work data within ten (10) business days of the student's entry into the migrant system and within ten (10) business days of the time the student exits the migrant program. Each district user must submit the final disposition of all reported courses for the year in the MSDS for these students no later than ten (10) business days after the end of the school year.

NOTE: If you have previously submitted data for the final disposition of a course, you do not need to submit those data again.

**For Example:**
If you have submitted a Migrant Curriculum Course component at the end of January with the data for a course that the student enrolled in and completed during the first semester, you do not need to submit those data again at the end of the school year. Submit any other courses in which the student participated for which you have not reported a final disposition in Migrant Curriculum Course components at the end of the school year.

Once you have submitted and certified a student's course data in MSDS, you do not need to submit a new record for him/her until there is a change in the student's status (e.g., the student completes, drops a course, adds a course or exits your district). When exiting a migrant student from your district, whether via the Student Maintenance or a General (Fall, Spring or EOY) collection, you are required to submit the final disposition of all courses in the Migrant Curriculum Courses component through the Student Record Maintenance Collection within ten (10) business days of that district exit.

## How Does the MSDS Relate with Other Migrant Systems?

The MEDS periodically submits a file to the MSDS of all students currently designated as enrolled as migrant or exited from migrant in the MEDS. This will populate a user's "To Do" list (list of items that require action by a user) in the MSDS. Migrant curriculum course data will be added or updated in the MSDS through file upload or online data entry. The added or updated information will be transferred to MEDS on a nightly basis. MEDS will then transmit data to the federal MSIX system according to their requirements.

For more information about MSIX and migrant services, please refer to the USED Migrant Student Records Exchange Initiative Web page, or to the MDE Migrant Education Program Web page.

## What Is a "To Do" List?

A "To Do" list in the MSDS is a roster of items that may require action by a user. For migrant curriculum reporting, the MEDS submits a file nightly to the MSDS of all students currently designated as enrolled as migrant or exited from migrant in the MEDS. If migrant program participation or curriculum data have not already been reported for these students, an item(s) will be added to the list. The "To Do" due dates are generated based on 10 business days from when MEDS submits an enrollment or exit record to MSDS. They are not generated based on the actual enrollment or exit dates submitted by MEDS.

Most items on the list may only be removed by the system once the appropriate data has been certified in the MSDS. The "To Do" list is meant to aid users in actions that may need to be taken with regard to specific student data; it is not meant to be all inclusive. Some users will have the ability to add items to their "To Do" list. These items, as well as a few others, may be deleted from the list by the users. Please refer to the MSDS District User Training Manual for additional information about how to use the "To Do" list feature.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Subject Area Code

**Characteristic System Name**

SubjectAreaCode

**Definition**

This is the two-digit code for the subject area of the course.

**Use**

MDE uses these data to populate the USDOE MSIX system.

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| Codes for students in kindergarten through eighth grade. | | |
| 90 | Computer and Information Sciences | Academic subject area related to computer or information sciences. |
| 91 | English Language and Literature | Academic subject area related to English language and literature. |
| 92 | Mathematics | Academic subject area related to mathematics. |
| 93 | Life and Physical Sciences | Academic subject area related to life or physical science. |
| 94 | Social Sciences and History | Academic subject area related to social science or history. |
| 95 | Fine and Performing Arts | Academic subject area related to the fine or performing arts. |
| 96 | Foreign Language and Literature | Academic subject area related to foreign language and literature. |
| 98 | Physical, Health and Safety Education | Academic subject area related to physical, health or safety education. |
| 99 | Miscellaneous – elementary level | Academic subject area, taught at the elementary school level, not represented in any other category. |

| Code | Text | Description |
|---|---|---|
| Codes for students in sixth through twelfth grades. | | |
| 01 | English Language and Literature | Academic subject area related to English language and literature. |
| 02 | Mathematics | Academic subject area related to mathematics. |
| 03 | Life and Physical Sciences | Academic subject area related to life or physical science. |
| 04 | Social Sciences and History | Academic subject area related to social science or history. |
| 05 | Fine and Performing Arts | Academic subject area related to the fine or performing arts. |
| 06 | Foreign Language and Literature | Academic subject area related to foreign language and literature. |
| 07 | Religious Education and Theology | Academic subject area related to religion or theology. |
| 08 | Physical, Health and Safety Education | Academic subject area related to physical, health or safety education. |
| 09 | Military Science | Academic subject area related to military science. |
| 10 | Computer and Information Sciences | Academic subject area related to computer or information sciences. |
| 11 | Communication and Audio/Visual Technology | Academic subject area related to communications or A/V technology. |
| 12 | Business and Marketing | Academic subject area related to business or marketing. |
| 13 | Manufacturing | Academic subject area related to manufacturing. |
| 14 | Health Care Sciences | Academic subject area related to health care. |
| 15 | Public, Protective and Government Service | Academic subject area related to public, protective and government services. |
| 16 | Hospitality and Tourism | Academic subject area related to hospitality and tourism. |
| 17 | Architecture and Construction | Academic subject area related to architecture and construction. |
| 18 | Agriculture, Food and Natural Resources | Academic subject area related to agriculture, food and natural resources. |
| 19 | Human Services | Academic subject area related to human services. |
| 20 | Transportation, Distribution and Logistics | Academic subject area related to transportation, distribution and logistics. |

| Code | Text | Description |
|---|---|---|
| 21 | Engineering and Technology | Academic subject area related to engineering and technology. |
| 22 | Miscellaneous | Academic subject area not represented in any other category. |

Refer to *Appendix B: Migrant Curriculum Course Coding Information* and to the *The Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)* manual published by the U.S. Department of Education, National Center for Education Statistics (NCES) for more information about subject areas and coding.

**NOTE: Students in grades six through eight, or in an ungraded special education setting (Grade or Setting = "14") may be submitted with either elementary or secondary level subject codes. Generally, these students will be enrolled in elementary-level courses, however some students may be taking more advanced courses and would then be reported using the secondary-level codes.**

**Instructions**

- Choose/enter the code that represents the subject area being reported.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you enter anything other than one of the NCES SCED codes (01–22) for a student in grades nine through twelve (Grade or Setting = "09", "10", "11" or "12"), the system will generate a file-level error and reject the file upon upload.
- If you enter anything other than one of the state course codes (90–99) for a student in grades kindergarten through five (Grade or Setting = "00" – "05"), the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Migrant Curriculum Courses component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*Enter the two-digit code for the course based on the subject area and the student's grade/setting.*

# Course Identifier Code

**Characteristic System Name**

CourseIdentifierCode

**Definition**

The three-digit identifier code that distinguishes the course from others within the subject area.

Please refer to *The Secondary School Course Classification System: School Codes for the Exchange of Data* (SCED) manual published by the U.S. Department of Education, National Center for Education Statistics (NCES) secondary-level course descriptions. A state-assigned code for elementary-level courses must be used for students in kindergarten through fifth grade. Students in grades six though eight may be reported with either elementary- or secondary-level courses. (See also *Appendix B: Migrant Curriculum Course Coding Information.)*

**Use**

MDE uses these data to populate the USDOE MSIX system.

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| State-Assigned Course Codes for Elementary Grades | |
|---|---|
| Code | **Grade Level** |
| 000 | Kindergarten |
| 001 | First grade |
| 002 | Second grade |
| 003 | Third grade |
| 004 | Fourth grade |
| 005 | Fifth grade |
| 006 | Sixth grade |
| 007 | Seventh grade |
| 008 | Eighth grade |

**Course Codes for Secondary Grades**

*The Secondary School Course Classification System: School Codes for the Exchange of Data* (SCED) manual is published by the U.S. Department of Education, National Center for Education Statistics (NCES). This manual provides the codes needed to complete both the Subject Area Code and the Course Identifier Code characteristics in the Migrant Curriculum Collection. The first two digits of the SCED Course Description Code are the Subject Area Code and the last three digits are the Course Identifier Code. The manual also provides descriptions of each course. It is available to order or view online through the NCES Web site http://www.nces.ed.gov or it may be ordered by calling, toll free, 1-877-4ED-PUBS.

**Instructions**

- Choose/enter the code that distinguishes the course from others within the subject area being reported.
- If you enter anything other than one of the NCES or state-assigned course codes, the system will generate a file-level error and reject the file upon upload.
- If you enter anything other than a valid secondary-level course code (NCES/SCED code) when the reported Subject Area Code is a secondary-level code ("01"-"22"), the system will generate an error.
- If you enter anything other than a valid elementary-level course code (state-assigned code "000-008") when the reported Subject Area Code is an elementary-level code ("90"-"96", "98" or "99"), the system will generate an error.
- You are required to report this characteristic when you submit the Migrant Curriculum Courses component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

# Local Course ID

**Characteristic System Name**

LocalCourseID

**Definition**

The local school district course code for the class to which the student is assigned.

**Use**

This allows a district to send updates for specific courses (e.g., interim grade, followed by final grade). MDE uses these data to populate the USDOE MSIX system.

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

Free Form Text; accepts both alpha and numeric characters.

- Minimum length: 1
- Maximum length: 250

**Instructions**

- Enter the local code that represents the course being reported.
- You are required to submit this characteristic is required when you submit the Migrant Curriculum Courses component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

# Local Course Title

**Characteristic System Name**

LocalCourseTitle

**Definition**

The local school district course name for the class to which the student is assigned.

**Use**

MDE uses these data to populate the USDOE MSIX system.

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

Free Form Text; accepts both alpha and numeric characters.

- Minimum length: 1
- Maximum length: 250

**Instructions**

- Enter the name assigned by the district that represents the course being reported.
- You are required to submit this characteristic when you submit the Migrant Curriculum Courses component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

# Course Type

**Characteristic System Name**

CourseType

**Definition**

The two-digit code for the course type.

**Use**

MDE uses these data to populate the USDOE MSIX system.

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 01 | Regular (Default) | A course providing instruction (in a given subject-matter area) that focuses primarily on general concepts for the appropriate grade level. |
| 02 | Honors | An advanced-level course designed for students who have earned honors status according to educational requirements. |
| 03 | Pre-Advanced | A course in preparation to admission to an AP Program. |
| 04 | Advanced Placement | An advanced, college-level course designed for students who achieve a specific level of academic performance. Upon successful completion of the course and a standardized Advanced Placement examination, a student may receive college credit. |
| 05 | International Baccalaureate | A program of study, sponsored and designed by the International Baccalaureate Organization, that leads to examinations and meets the needs of secondary students between the ages of 16 and 19 years. |
| 06 | Not Applicable | There is no course type. |
| 00 ~~07~~ | Other | The course type does not fall within one of the other categories. |

**Instructions**

- Choose/enter the code that represents the type of course being reported.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and the reject the file upon upload.
- If you enter a code that is not applicable to the grade or setting in which the student is reported, the system will generate an error. The following table shows the grade or setting codes for each Course Type code:

| Code | Course Type | Grade or Setting Codes |
|---|---|---|
| 01 | Regular | Applicable for all grades or settings. |
| 02 | Honors | Applicable for grades 09-12. |
| 03 | Pre-Advanced | Applicable for grades 08-12. |
| 04 | Advanced Placement | Applicable for grades 09-12. |
| 05 | International Baccalaureate | Applicable for grades 09-12. |
| 06 | Not Applicable | Applicable for all grades or settings. |
| 00 | Other | Applicable for all grades or settings. |

- You are required to submit this characteristic when you submit the Migrant Curriculum Courses component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*Enter the appropriate code based on the course type and grade that you reported for the student.*

# Academic Year

**Characteristic System Name**

Academic Year

**Definition**

The academic year in which the student last attended the course.

**Use**

MDE uses these data to populate the USDOE MSIX system..

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 2007-2008 | School Year | The academic year beginning July 1, 2007, and ending June 30, 2008. |
| 2008-2009 | School Year | The academic year beginning July 1, 2008, and ending June 30, 2009. |
| 2009-2010 | School Year | The academic year beginning July 1, 2009, and ending June 30, 2010. |
| 2010-2011 | School Year (Default) | The academic year beginning July 1, 2010, and ending June 30, 2011. |

**Instructions**

- Choose/enter the years that represent the academic year you are reporting.
- If you enter anything other than one of the values listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Migrant Curriculum Courses component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*Enter the academic year in which the student last attended the course.*

# Course Section

**Characteristic System Name**

CourseSection

**Definition**

The two-digit code for the course section being reported.

**Use**

MDE uses these data to populate the USDOE MSIX system.

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 01 | Full Year | The course period is a full academic year. |
| 02 | Section A | The first of two equal segments into which the course is divided. |
| 03 | Section B | The second of two equal segments into which the course is divided. |

**Instructions**

- Choose/enter the code that represents the course section you are reporting.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Migrant Curriculum Courses component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

# Term Type

**Characteristic System Name**

TermType

**Definition**

The four-digit code for the instructional cycle during which the course is provided.

**Use**

These data are used to populate the USDOE MSIX system.

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 0827 | Full school year | A regular school term consisting of no major subdivision of time segments. It usually begins in the late summer or early fall and ends in late spring or early summer. |
| 0828 | Semester | The academic year consists of two sessions called semesters with about 15 weeks for each semester of instruction. |
| 0829 | Trimester | An academic year consisting of three terms of about 15 weeks each. |
| 0830 | Quarter | The academic year consists of three sessions, called quarters, of about 12 weeks each. The range may be from 10 to 15 weeks as defined by the institution. There may be an additional quarter in the summer. |
| 0831 | Quinmester | The academic year consists of five equal segments. |
| 0832 | Mini-term | A school term which is shorter than a regular session. |
| 0833 | Summer term | A summer term occurs only in a school that operates under a traditional-calendar school year; it is the period of time when the regular term of the school year is not in session. |
| 0834 | Intersession | For schools on a year-round calendar, an intersession term is one of the periods throughout the year when the school (or part of the school) is not in session or does not provide the annual instruction analogous to the traditional school-year regular term. |

| Code | Text | Description |
|---|---|---|
| 0835 | Long session | A term within the academic year that is longer than a semester but shorter than a full school year. |
| 0837 | Twelve month | An educational program that operates throughout the year. |
| 9999 | Other | A school term which does not fall into any other category listed. |

**Instructions**

- Choose/enter the code that represents the type of term that you are reporting.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Migrant Curriculum Courses component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*Enter the four- digit code for the instructional cycle during which the course is provided.*

# Clock Hours

**Characteristic System Name**

ClockHours

**Definition**

The number of completed clock hours (instruction) to date for the course being reported which the student has not completed or for which credit has not been granted.

**Use**

MDE uses these data to populate the USDOE MSIX system.

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

Decimal number data type with a fixed-length format: NNNN.NN

- Minimum length: 0
- Maximum length: 4
- Minimum value: 0 (leading zeros not accepted)
- Maximum value: 1080

**Instructions**

- When the student has not completed, or received credit for, this course, enter the number of clock hours the student has completed.
- If you enter anything other than a decimal or whole number, the system will generate a file-level error and reject the file upon upload.
- If you enter a value greater than 1080, the system will generate a file-level error and reject the file upon upload.
- You must report clock hours when you submit a value in Grade to Date.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by other business rules.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*Only report clock hours when the student has not completed the course or is not currently receiving credit.*

# Grade to Date

**Characteristic System Name**

GradetoDate

**Definition**

The percentage (rounded to the nearest whole number) of student performance for the grade-to-date the student has completed at the time of withdrawal from the course.

**Use**

CEPI and MDE use these data are used for federal reporting requirements.

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

Whole number (integer) data type, format: NNN

- Minimum length: 0
- Maximum length: 3
- Minimum value: 0
- Maximum value: 100

**Instructions**

- When the student has not completed, or received credit for, the course, enter the percentage (rounded to the nearest whole number) of student performance for the grade-to-date the student has completed at the time of withdrawal for the course that you are reporting.
- You must include the Grade to Date when you report the student as exiting the operating district (district exit state <> 19) and do not submit a final grade, otherwise the system will generate a record-level error and reject the file upon upload.
- If you enter anything other than a whole number, the system will generate a file-level error and reject the file upon upload.
- If you enter a value greater than 100, the system will generate a file-level error and reject the file upon upload.
- You must submit this characteristic when you report the code "WE" in the characteristic Completion Status and the student is eligible for migrant services.

- When Completion Status contains code "AU", then you must not submit Grade To Date.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to enter it by other business rules.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*Only report the grade-to-date when the student has not completed the course or is not currently receiving credit.*

# Credits Granted

**Characteristic System Name**

CreditsGranted

**Definition**

The Carnegie unit credits granted to a student for completing the course or section of a course being reported. A course meeting every day for one period of the school day over the span of a school year offers one Carnegie unit. Thus, a Carnegie unit is a measure of "seat time" rather than a measure of attainment of the course objectives. Credit for a given course can vary from school district to school district.

**Use**

MDE uses these data to populate the USDOE MSIX system.

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

- Decimal number data type with a fixed-length format: N.NN
  - Minimum length: 1
  - Maximum length: 4
  - Minimum value: 0.00
  - Maximum value: 9.99

**Instructions**

- When the student has completed and received credit for the course, enter the Carnegie units the student is receiving for completing the course (e.g., 1.0, 0.50, 0.33, 0.25, 0.20).
- When Completion Status contains code "AU", then you must not submit Credits Granted.
- When you report the student in grades nine to twelve, you must include Credits Granted when:
  - Grade To Date is reported, or
  - Final Grade is reported.
- If you enter anything other than a decimal or whole number, the system will generate a file-level error and reject the file upon upload.

- If you enter a value greater than 9.99, the system will generate a file-level error and reject the file upon upload.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by other business rules.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*Report credits granted when the student has completed the course and is granted credit.*

# Final Grade

**Characteristic System Name**

FinalGrade

**Definition**

The grade the student received for completing the course being reported.

**Use**

CEPI and MDE use these data for federal reporting requirements.

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| P | Proficient | Meets the minimum expectations for passing |
| NP | Not Proficient | Did not meet the minimum expectations for passing |
| S | Satisfactory | Exceeds the minimum expectations for passing |
| N | Needs Improvement | Meets the minimum expectations for passing |
| U | Unsatisfactory | Did not meet the minimum expectations for passing |
| I | Incomplete | Did not complete course expectations |
| A | 100-90% | Excellent (exceeds provincial standard) |
| B | 89-80% | Good (meets provincial standard) |
| C | 79-70% | Average (approaches provincial standard) |
| D | 69-60% | Passing (well below provincial standard) |
| E | 59-50% | Failing (remedial action necessary) |
| F | <49% | Failed |

**Instructions**

- Upon completion, select/enter the code which best represents the grade the student received for the course that you are reporting.
- You must include the Final Grade when you submit a student eligible for migrant services with a code other than "WE" or "OE" in the characteristic Completion Status ~~the student is reported as exiting the operating district (district exit state <> 19) and a Grade to Date is not submitted~~, otherwise the system will generate a record-level error.

- When you submit the code "AU" in Completion Status you must not submit Final Grade.
- If you report codes "P" or "NP" in Final Grade, then the Course Identifier code you reported must be 000-008.
- If you report codes "S", "N" or "U" in Final Grade, then the Course Identifier code you report must be "000"-"002".
- If you report code "A", "B", "C", "D", "E", or "F" in Final Grade, then the Course Identifier code you report cannot contain codes "000"-"002".
- You may report Final Grade code "I" for all Course Identifier codes.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by other business rules.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

**Characteristic Tip**

*Only report the final grade when the student has completed the course or is receiving credit.*

# NEW Completion Status

**Characteristic System Name**

CompletionStatus

**Definition**

The student's current enrollment status for the course being reported.

**Use**

CEPI and MDE use these data for federal reporting requirements.

**Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| AU | Audited | The student attended the course without expecting or receiving credit. |
| CF | Completed-Failed | The student completed the course but did not meet the minimum expectations for passing. |
| CP | Completed-Passed | The student completed the course, meeting at least the minimum expectations. |
| OE | Ongoing Enrolled | The student is currently enrolled and participating in the course. |
| WE | Withdrawn/Exited | The student withdrew or exited the course before completion. |

**Instructions**

- This characteristic is required when you submit the Migrant Curriculum Courses component.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services, Special Populations Unit**
Evelyn Sitterson
517-335-0352
SittersonE@michigan.gov

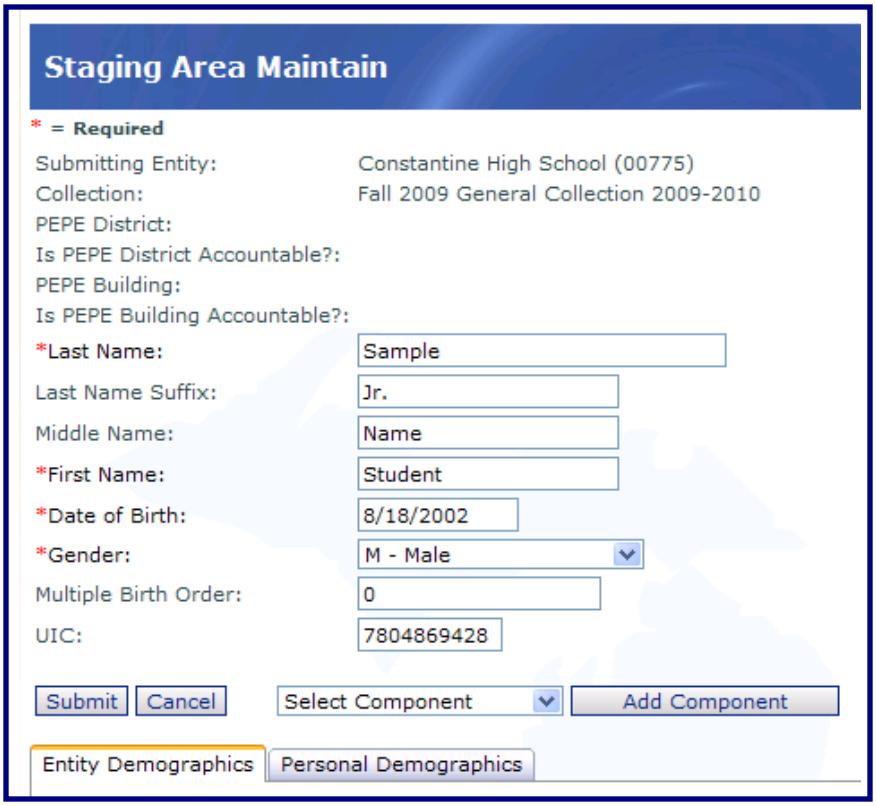
# Personal Core Component

The Personal Core component contains data essential to the identification of a student. These are data that rarely, if ever, change and are considered the student's "core" data. The MSDS student master record, which is created when the UIC is assigned to the student, contains the data submitted in this component. Only an authorized user for the district that is identified as the Primary Education Providing Entity (PEPE) for a student can update that student's master record data. For students who do not have an assigned PEPE, a user for any district in which the student is enrolled may update the master record.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Unique Identification Code (UIC) | Numeric Text | 1 | Conditional | No | 1 |
| Last Name | Names | 2 | Required | No | 1 |
| First Name | Names | 3 | Required | No | 1 |
| Middle Name | Names | 4 | Optional | No | 1 |
| Last Name Suffix | Free-Form Text | 5 | Optional | No | 1 |
| Date of Birth | Date | 6 | Required | No | 1 |
| Multiple Birth Order | Whole Number | 8 | Optional | No | 1 |
| Gender | Value List | 9 | Required | No | 1 |

The Personal Core data is shown at the top section of the "Staging Area Maintain" screen rather than on a tab like the other components. This is so that the student's core information, along with the entity and collection information, remains visible.




**Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

**When Is This Component Required?**

You are required to submit the Personal Core component for all MSDS data collections.

**When Is the UIC Required?**

You must include the correct UIC in the Personal Core component in student records when you submit them as part of the following MSDS data collections:

- Fall General
- Spring General
- EOY General
- Supplemental Nutrition Eligibility
- Early Childhood
- Student Record Maintenance

When you submit the Personal Core component as part of an Early Roster or Request for UIC collection, the UIC characteristic is optional. This is because the MSDS uses the two collections to obtain a UIC for your students. You may include the UIC in order to validate that it is correct for the student. Please refer to the MSDS Training Manual for more information about UICs. It is located under the Training Tools section of the CEPI MSDS Web page.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Unique Identification Number

**Characteristic System Name**

UIC

**Definition**

A distinct ten-digit number assigned by CEPI to an individual.

**Use**

The UIC is essential to the identification and tracking of student data over time. CEPI and MDE use these data for provided reporting services, federal data requirements (i.e., NCLB, CCD, program eligibility data and enrollment demographics), outcome measures (i.e., assessments, graduation, attendance, discipline), and State School Aid payments.

**Citation**

NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 124: Unique Identification Code (UIC)

**Specification**

Numeric Text (can have leading zeros)

- Minimum length: 10
- Maximum length: 10

**Instructions**

- Enter the ten-digit numeric identification code assigned to the student. You are required to enter leading zeros, when appropriate.
- When a student has more than one UIC and they have been linked, report the primary UIC only. The system will not accept secondary UICs.
- If you enter anything other numerals (0-9), the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Personal Core component as part of the following MSDS data collections:
  - Fall General
  - Spring General
  - EOY General
  - Supplemental Nutrition Eligibility
  - Early Childhood
  - Student Record Maintenance

- This characteristic is optional when you submit it as part of the Early Roster or Request for UIC collections.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*Validating student UICs prior to the Fall General Collection and updating your SIS to contain the correct UIC for each student will decrease the time needed for completing your submission by minimizing resolution.*

# Last Name

**Characteristic System Name**

LastName

**Definition**

The student's last name, family name, or surname as it appears on his/her birth certificate or other legal documentation.

**Use**

CEPI and MDE use these data for student identification, as well as for feeding other state data systems such as assessment, Title I SES, MICIS, CTEIS.

**Citation**

NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 6: Last Name

**Specification**

Names (letters, apostrophes, commas, hyphens, periods)

- Minimum length: 1
- Maximum length: 50

**Instructions**

- Enter the student's complete legal last name.
- Do not report spaces for the first and last characters in this characteristic (trim spaces from beginning and end of name). The system will generate an error otherwise.
- If you enter anything other than letters with the listed punctuation marks, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Personal Core component.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

# First Name

**Characteristic System Name**

FirstName

**Definition**

A name given at birth, baptism, naming ceremony or through a legal change. Always record the student's name as it appears on a birth certificate or legal document presented at the time of enrollment. Please refer to the Pupil Accounting Manual for acceptable alternatives when the name presented on the birth certificate is not appropriate (such as "baby boy", "baby girl", foreign language). Do **not** use nicknames or abbreviated names.

**Use**

CEPI and MDE use these data for student identification, as well as for feeding other state data systems such as assessment, Title I SES, MICIS and CTEIS.

**Citation**

NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 7: First Name

**Specification**

Names (letters, apostrophes, commas, hyphens, periods)

- Minimum length: 1
- Maximum length: 50

**Instructions**

- Enter the student's complete legal first name.
- Do not report spaces for the first and last characters in this characteristic must not be spaces (trim spaces from beginning and end of name). The system will generate an error otherwise.
- If you enter anything other than letters with the listed punctuation marks, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Personal Core component.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

# Middle Name

**Characteristic System Name**

MiddleName

**Definition**

The student's middle name given at birth, baptism, naming ceremony or through a legal change. When the full middle name is not available, the middle initial may be submitted.

**Use**

CEPI and MDE use these data in the identification of students in UIC matching and resolution processes.

**Citation**

NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 8: Student's Middle Initial

**Specification**

Names (letters, apostrophes, commas, hyphens, periods)

- Minimum length: 1
- Maximum length: 50

**Instructions**

- Enter the student's full, legal middle name or middle initial.
- Do not report spaces for the first and last characters in this characteristic (trim spaces from beginning and end of name). The system will generate an error otherwise.
- If you enter anything other than letters with the listed punctuation marks, the system will generate a file-level error and reject the file upon upload.
- This characteristic is optional. You may omit it when the student's legal middle name or initial is not available, or when the student does not have a middle name or initial.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

# Last Name Suffix

**Characteristic System Name**

Suffix

**Definition**

The abbreviated name suffix that follows the student's full name and provides additional information about the student. Common name suffixes include junior (Jr.), senior (Sr.), or a numeric reference such as II or III (second or third).

**Use**

CEPI uses these data in the identification of students in UIC matching and resolution processes.

**Citation**

NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

**SRSD Reference**

None

**Specification**

Free-Form Text

**Instructions**

- Enter the applicable suffix for the student.
- Do not report spaces for the first and last characters in this characteristic (trim spaces from beginning and end of name). The system will generate an error otherwise.
- This characteristic is optional. You may omit it when not applicable or available.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*Common name suffixes include junior (Jr.), senior (Sr.), or a numeric reference such as II or III (second or third).*

# Date of Birth

**Characteristic System Name**

DateOfBirth

**Definition**

The date (month, day, and year) on which the student was born as it appears on his/her birth certificate or other legal document.

**Use**

CEPI and MDE use these data for multiple purposes; including student identification, determining calculated grades for students in ungraded settings, as well as NCLB, IDEA, Perkins and Migrant Education Program reporting.

**Citation**

NCLB, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 (PL 105-17 Sec. 618); Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 9: Date of Birth

**Specification**

Date (only); CCYY-MM-DD

**Instructions**

- The reported date must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

    <DateOfBirth>**2003-03-03**</DateOfBirth>

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

- You are required to submit this characteristic when you submit the Personal Core component.
- If you enter anything other than a valid date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- The date reported in this characteristic must not be greater than the system date.

- The date reported in this characteristic must not be more than one hundred years prior to the system date.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*Common entry errors for the Date of Birth characteristic include the entry of the current year or enrollment year instead of the birth year.*

# Multiple Birth Order

**Characteristic System Name**

MultipleBirthOrder

**Definition**

Indicate that the student is part of a multiple birth where siblings share all unique identifying characteristics. Multiple Birth Order is not intended to identify every case of twins, triplets, etc., in the state. It is only intended to provide some distinguishing data element for cases where twins (triplets, etc.) of the same gender have the same or a similar first name. Each student from such a multiple birth is to have a uniquely different number.

**Use**

CEPI uses these data in duplicate resolution in cases where all core fields are identical or very similar.

**Citation**

**SRSD Reference**

Field 32: Multiple Birth Order

**Specification**

Whole number (integer) data type, format: N

- Minimum length: 1
- Maximum length: 1
- Minimum value: 0
- Maximum value: 9

**Instructions**

- Enter the whole number, zero through nine (0-9), that represents the student's birth order status. NOTE: To accommodate some local student information systems, "0" is accepted for students who are not part of a multiple birth.
- If you enter anything other than a whole number between zero and nine (0-9) in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This characteristic is optional.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*The MSDS will use these data to "break ties" if two or more students are identified as duplicates (i.e., they share **all** unique identifying information), yet the district authorized user knows that these students are not duplicates but instead part of a multiple birth. These may not always be exact matches, but could be similar first names, such as Austin and Justin.*

# Gender

**Characteristic System Name**

Gender

**Definition**

The sex of the student.

**Use**

CEPI and MDE use these data for NCLB and Migrant Education Program reporting.

**Citation**

NCLB, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 (PL 105-17 Sec. 618); Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 11: Gender Code

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| M | Male | The student is male. |
| F | Female | The student is female. |

**Instructions**

- Choose/enter the code that represents the sex of the student.
- If you enter anything other than one of the codes listed, the system will reject the file upon upload. (NOTE: This characteristic only accepts uppercase letters.)
- You are required to submit this characteristic when you submit the Personal Core component.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*The system will only accept the capital letters "M" or "F" in this characteristic. If you submit any other letter or lowercase "m" or "f," the system will reject the uploaded file.*

# Personal Curriculum Component

You must identify students participating in a personal curriculum to modify the graduation requirements for the Michigan Merit Curriculum (MMC) in the Program Participation component and report them with the Personal Curriculum component. State statute allows personal curriculum modification in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits.
- Modify the mathematics requirement.
- Modify, if necessary, the credit requirements of a student with an individualized education program (IEP).
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

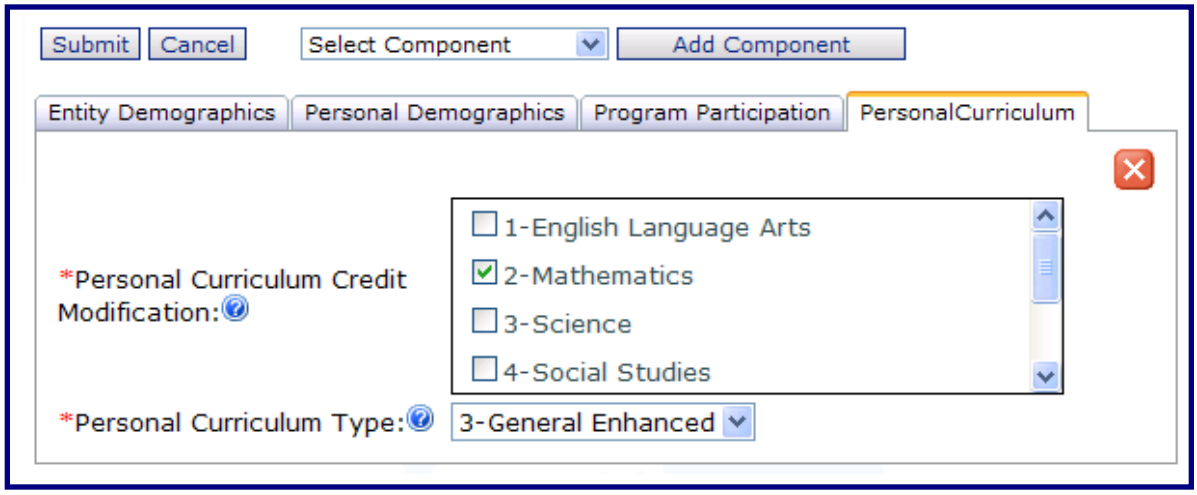
The MMC defines consistent learning standards that are intended to remain constant from district to district. Districts choose instructional approaches and design learning environments so that all students, including at-risk students and those participating in alternative education programs, can meet the requirements of the MMC. The research is clear: struggling learners do better when given the opportunity to learn in a challenging curriculum. Personal curriculum modifications must align with the High School Content Expectations (HSCE) as practicable and must not create barriers that limit a student's opportunity to be engaged in a challenging curriculum.

For more information about personal curriculums and MMC, please refer to the MDE Personal Curriculum Web page.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Personal Curriculum Credit Modification | List of Values | 1 | Required | Yes | Unbounded* (1 per code) |
| Personal Curriculum Type | List of Values | 2 | Required | No | 1 |

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.




**~~Program Participation Dependency~~**

~~The Personal Curriculum component is conditionally dependent upon the Program Participation component. It is required when the submitted record includes code "9330" in the Program Eligibility Participation characteristic. Failure to submit the Personal Curriculum component when code "9330" is reported in the Program Eligibility Participation characteristic will result in an error.~~

~~The Personal Curriculum component may not be submitted when the Program Eligibility Participation characteristic does not contain code "9330".~~

## Grade Or Setting Dependency

Personal curricula are usually only allowed for students in grades nine through twelve. When you submit the Personal Curriculum component and the student record does not contain code "09", "10", "11" or "12" in the characteristic Grade Or Setting in the Entity Demographics component, a warning will be issued. (NOTE: This validation was previously documented in the Program Participation component.)

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Personal Curriculum Credit Modification

**Characteristic System Name**

PersonalCurriculumCreditModification

**Definition**

The academic area that is being modified by the personal curriculum.

**Use**

CEPI and MDE use these data for NCLB and IDEA reporting.

**Citation**

Revised School Code, MCL Sections 380.1278a and 380.1278b

**SRSD Reference**

No direct reference; similar to Field 125: Program Eligibility/Participation II: position eight

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 1 | English Language Arts (ELA) | Modifications to the MMC ELA credit requirements for students with an IEP and for transfer students who have completed two (2) years of high school. |
| 2 | Mathematics | Modification to the MMC Mathematics credit requirements under the following circumstances:<br>▪ Student has completed a minimum of 1.5credits aligned to math content expectations prior to any modification.<br>▪ One (1) credit of Algebra II may be modified to one-half (1/2) credit.<br>▪ Additional modifications allowed for students with an IEP and transfer students who have completed two (2) years of high school |
| 3 | Science | Modifications to the MMC Science credit requirements for students with an IEP and for transfer students who have completed two (2) years of high school. |

| Code | Text | Description |
|---|---|---|
| 4 | Social Studies | Modification to the MMC Social Studies credit requirements under the following circumstances:<br>▪ No modification of Civics<br>▪ Minimum of two (2) social studies credits prior to modification<br>▪ One (1) social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science or world languages credit<br>▪ Additional modifications allowed for students with an IEP and transfer students who have completed two (2) years of high school |
| 5 | Visual, Performing and Applied Arts | ▪ Modification where credit is exchanged for an additional English language arts, math, science or world languages credit<br>▪ Additional modifications allowed for students with an IEP and transfer students who have completed two (2) years of high school |
| 6 | World Languages | Modifications to the MMC World Languages credit requirements for students with an IEP and for transfer students who have completed two (2) years of high school. |
| 8 | Health/Physical Education | ▪ Modification where credit is exchanged for an additional English language arts, math, science or world languages credit<br>▪ Additional modifications allowed for students with an IEP and transfer students who have completed two (2) years of high school |

**Instructions**

- Choose/enter the code that represents the type of MMC credit modification the student's personal curriculum includes.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- You must report at least one code in this characteristic when you include the Personal Curriculum component in the student record.
- You may submit this characteristic up to one time for each code (maximum of seven occurrences) within the Personal Curriculum component when the student's personal curriculum contains multiple modification types. [NOTE: The schema rules allow the

file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than seven.]

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Education Improvement and Innovation**
Abigale Groff Hilgendorf
517-373-2636
HilgendorfA@michigan.gov

**Characteristic Tip**

*Reference the **Parent and Educator Guide** on the MDE Web site for more detailed information about determining a student's eligibility for a modification type.*

# Personal Curriculum Type

**Characteristic System Name**

PersonalCurriculumType

**Definition**

The criteria under which the personal curriculum modification is allowed.

**Use**

CEPI and MDE use these data for NCLB and IDEA reporting.

**Citation**

Revised School Code, MCL Sections 380.1278a and 380.1278b

**SRSD Reference**

No direct reference; similar to Field 125: Program Eligibility/Participation II: position eight

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 1 | IEP | The student has an IEP showing a documented need to make modifications because:<br>▪ The student's disability affects access to and/or demonstration of proficiency in the curriculum; and/or<br>▪ The student demonstrates a lack of progress on the MMC despite documented interventions, supports and accommodations. |
| 2 | Transfer | The student transfers from out of state or from a nonpublic school after successful completion of the equivalent of two years of high school credit. |
| 3 | General Enhanced | The student has demonstrated:<br>▪ The ability or desire to access advanced or specialized content that cannot be met through electives (e.g., district lacks the resources to provide the course/content, or schedule does not allow student to access district offering); and/or<br>▪ The ability to succeed in accelerated or advanced math, science, English language arts or world languages. |

| Code | Text | Description |
|---|---|---|
| 4 | General Modified | The student has demonstrated the academic need to reduce the Algebra II credit requirement from 1.0 credit to 0.5 credit. |

**Instructions**

- Choose/enter the code that represents the justification for the modification of the MMC requirements for the student.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- You are required to report this characteristic when you include the Personal Curriculum component in the student record.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Education Improvement and Innovation**
Abigale Groff Hilgendorf
517-373-2636
HilgendorfA@michigan.gov

**Characteristic Tip**

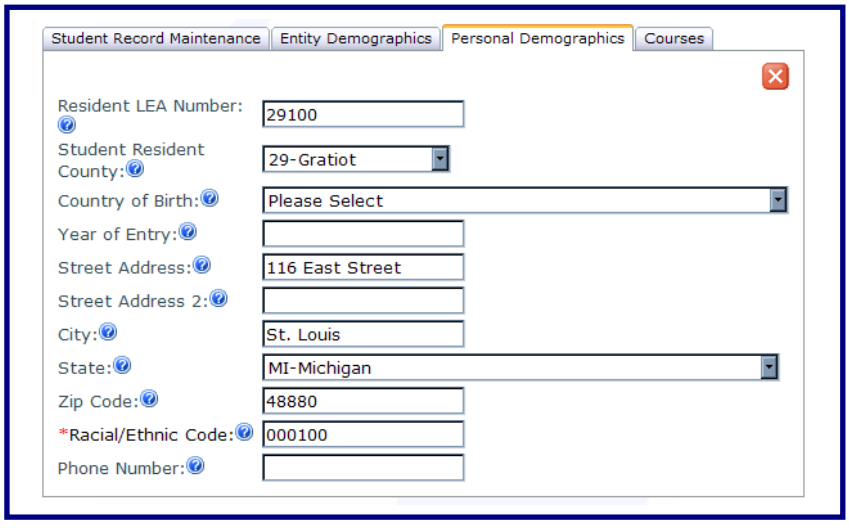
*Reference the **Parent and Educator Guide** for more detailed information on determining a student's eligibility for a modification type.*

# Personal Demographics Component

The Personal Demographics component contains data related to the student's current address, as well as non-core demographic information.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Resident LEA Number | Numeric Text | 1 | Conditional | No | 1 |
| Student Resident County | List of Values | 2 | Conditional | No | 1 |
| Country of Birth | List of Values | 3 | Conditional | No | 1 |
| Year of Entry | List of Values | 4 | Conditional | No | 1 |
| Street Address | Free-Form Text | 5 | Conditional | No | 1 |
| Street Address 2 | Free-Form Text | 6 | Optional | No | 1 |
| City (PersonalDemographicsCity) | Address | 7 | Conditional | No | 1 |
| State | List of Values | 8 | Conditional | No | 1 |
| ZIP Code | Text | 9 | Conditional | No | 1 |
| Ethnicity | Numeric Text | 10 | Required | No | 1 |
| NEW Phone Number | Numeric | 11 | Optional | No | 1 |



## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

## When Is This Component Required?

You are required to submit the Personal Demographics component when you submit a student record in the Early Childhood, Supplemental Nutrition Eligibility, Special Education Child Count, General (Fall, Spring or EOY) and Student Record Maintenance collections. It is optional in the Early Roster and Request for UIC Collections ~~and Student Record Maintenance Collections~~; however, you should provide the component when you enroll a student in the Student Record Maintenance Collection. There are business rules that will generate errors when data in another component is dependent on any of the characteristics included in the Personal Demographics component.

## Program Participation Dependency

The Personal Demographics component is conditionally dependent upon the Program Participation component. You are required to submit it when the submitted record includes code "9130" (Immigrant) in the Program Eligibility Participation characteristic. You must submit the Personal Demographics component with valid data submitted in the characteristics Country of Birth and Year of Entry. If you fail to report these data in the Personal Demographics component when you report code "9130" in the Program Eligibility Participation characteristic, the system will generate an error.

## Homeless Demographics Dependency

When you submit the Personal Demographics component, you must submit the characteristics Street Address, City, State and ZIP Code, unless the student record also includes the Homeless Demographics component.

## ISO Standard Country Codes

MSDS utilizes the two-character (alphabetic) country codes provided in the *ISO 3166-1 English Country Names and Code Elements*.

## LEP Student Data

You must report students participating in LEP programs, who have been in the United States for less than one year, with valid data in both the Country of Birth and Year of Entry characteristics. These students may or may not meet the criteria to be identified as immigrants. MSDS is not able to determine when these data are applicable to students; therefore the system does not generate

any errors or warnings for LEP students reported without Country of Birth or Year of Entry. It is your responsibility to correctly report these data when applicable.

## Out-of-State Residents

You cannot claim students who are not residents of the state of Michigan for FTE membership. However, you should report them as if they are being served by your district. You must report these students with the code "9110" in the Program Eligibility Participation characteristic in the Program Participation component, and you should not be report them with Resident LEA Number.

## Students Attending a United States Olympic Education Center

You may claim any student attending a United States Olympic Education Center whose parent(s) or legal guardian(s) reside outside of the state of Michigan for FTE. Report the resident district for such a student as the district in which the U.S. Olympic Education Center is located. Do not report these students as out-of-state residents.

## FTE Dependency with Resident LEA Number

When a student record contains the General Ed FTE with a total FTE greater than zero, it must also contain a valid code in the Resident LEA Number characteristic in the Personal Demographics component. The system will generate an error if Resident LEA Number does not contain a valid code.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Resident LEA Number

**Characteristic System Name**

ResidentLEANumber

**Definition**

The five-digit code for the local education agency geographic district in which the student's custodial parent(s) or legal guardian resides, with the following exceptions:

- The district of residence for a student whose parents or legal guardians reside in different districts [as defined in 388.1624b] is the district in which the student enrolls.
- The district of residence for a pupil in a juvenile detention facility [defined in 6(4)(d)] is the district where the facility is located.
- The district of residence for a pupil under court jurisdiction is the district where the court placed the child.
- The district of residence for a pupil who attends a United States Olympic Education Center and whose parents reside outside the state of Michigan may be reported as the geographic district where the Center is located.

This number may differ from the operating district if a student is enrolled in multiple districts (with total full-time equivalency [FTE] less than or equal to "1.00"). The two numbers may also differ if a student takes part in schools of choice, charter schools or certain other programs.

The Educational Entity Master can be found at: http://cepi.state.mi.us/eem.

**Use**

MDE and CEPI use these data for determining state aid foundation payments as well as NCLB and IDEA reporting.

**Citation**

School Aid Act, MCL 388.1603(7), 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

Field 4: Resident LEA Number

**Specification**

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

**Instructions**

- Enter the code that represents the local education agency geographic district in which the student's custodial parent(s) or legal guardian resides, except when:
    - The student's parents or legal guardians reside in different districts, [as defined in 388.1624b] the child may enroll in either district. Enter the five-digit code for the district in which the student is enrolled.
    - The student resides in a juvenile detention facility [defined in 6(4)(d)]. Enter the five-digit code for the district in which the facility is located.
    - The student is under court jurisdiction. Enter the five-digit code for the geographic district where the court placed the child.
    - The student is attending a United States Olympic Education Center and his or her parent(s) or legal guardian(s) reside outside of the state of Michigan. Enter the five-digit code for the geographic district where the Center is located.
- The code must be a valid code in EEM for a LEA.
- You are required to submit this characteristic when you submit the Personal Demographics component, unless the student is not a resident of the state of Michigan, as identified by having a state other than Michigan ("MI") reported in the characteristic State. (State < > MI) or by having code "9110" reported in Program Eligibility Participation. (State < > MI)
- If you submit the FTE component and the total value of FTE is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in this characteristic
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic left blank when entering it through the online form, except when it is part of a required collection.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*The district you report as the resident LEA must be identified as an LEA-type entity in EEM. You may not report PSA- and ISD-type districts as resident LEAs.*

# Student Resident County

**Characteristic System Name**

StudentResidentCounty

**Definition**

The two-digit code assigned to the Michigan county in which the student's primary address is located.

**Use**

CEPI uses these data for state and NCLB reporting.

**Citation**

School Aid Act, MCL 388.1603(7), 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

No direct reference; similar to Field 2: County Code
NOTE: The county reported in SRSD referred to the location of the operating district's administrative office, not the student's resident county.

**Specification**

List of values (choose from list)

- Refer to Appendix B for the list of county codes.

**Instructions**

- Choose/enter the code that represents the Michigan county where the student lives.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- You must include leading zeros when applicable.
- You must submit this characteristic when the record also includes an EC Programs component.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering it through the online form.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*This characteristic captures the county where the student lives, not necessarily the county in which the operating district administrative or school buildings are located.*

# Country of Birth

**Characteristic System Name**

CountryOfBirth

**Definition**

The ISO country code (two-character alphabetic) that represents the student's country of birth as it appears on the student's birth certificate.

NOTE: The sequence of documentation used to verify place of birth is as follows:

1. Birth certificate (certified copy)
2. Birth certificate (uncertified copy)
3. Baptismal certificate (indicating place of birth)
4. Court record/government record (passport, military, immigration)
5. Doctor or hospital record with sworn statement
6. Life insurance policy
7. Family record

The country codes used in MSDS are taken from the version of the ISO 3166-1 English Country Names and Code Elements published in the *Schools Interoperability Framework™ (SIF) Implementation Specification 2.1, Appendix C: External Code Sets.* Click **here** to go to the SIF Specification Web site.

**Use**

CEPI and MDE use these data for NCLB and IDEA reporting.

**Citation**

Refugee Children School Impact Grant; Immigration and Nationality Act, 8 USC 1101, 8 USC 1401

**SRSD Reference**

No direct reference; similar to Field 12: City or Place of Birth

**Specification**

List of values (choose from list)

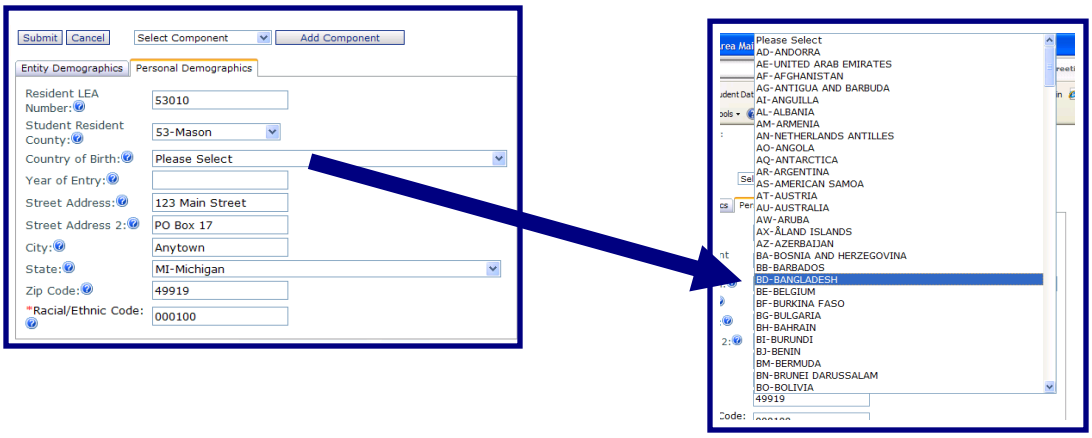
- Refer to **SIF Specification Appendix C: External Code Sets**

Web address for Appendix C: External Code Sets:

http://specification.sifinfo.org/Implementation/2.1/ExternalCodeSets.html#ExternalCodeSets

## Instructions

- Choose/enter the code that represents the country where the student was born as reported on the student's birth certificate or other legal documentation.




- If you enter anything other than one of the codes included on the ISO 3166-1 table within the SIF Specification Appendix C: External Code Sets, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when the student record includes code "9130" (immigrant) in the Program Eligibility Participation characteristic.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering it through the online form, except when it is part of a required collection.

## State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

# Year of Entry

**Characteristic System Name**

YearOfEntry

**Definition**

The four-digit calendar year in which the student first attended school in the United States.

**Use**

These data are used for NCLB reporting.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

None

**Specification**

Numeric Tex; Format: NNNN

- Minimum length: 4
- Maximum length: 4

**Instructions**

- Enter the four-digit calendar year that represents the year in which the student first attended school in the United States.

- If you enter anything other than a four-digit number, the system will generate a file-level error and will reject the file upon upload.
- The year you enter must be equal to or before the current year (system date) and equal to or after the year of the student's birth (Date of Birth) that you reported in the Personal Core component. (Date of Birth = < Date of Entry = > system date)
- You are required to report this characteristic when the student record includes code "9130" (immigrant) in the Program Eligibility Participation characteristic.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the

characteristic blank when entering it through the online form, except when it is part of a required collection.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*You must report a student who participates in LEP programs who has been in the United States for less than one year with a value in this characteristic.*

# Street Address

**Characteristic System Name**

StreetAddress

**Definition**

The number and name of the location of the student's primary address. Refer to Appendix A for a list of U.S. postal abbreviations from the U.S. Postal Service that may be used as street designators.

**Use**

CEPI and MDE use these data for student identification as well as special education and career and technical education program follow-up.

**Citation**

NCLB, 20 USC 6311

**SRSD Reference**

Field 13: Street Address

**Specification**

Free-Form Text

- Minimum length: 1
- Maximum length: 100

**Instructions**

- Enter the street name and house/building number of the student's primary address at the time of reporting or as it was last known.
- You are required to report this characteristic is required when you submit the Personal Demographics component and the student record does not also contain the Homeless Demographics component. The system will generate an error will occur if you do not submit this characteristic and the student is not homeless.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering it through the online form, except when you are required to enter it by other business rules.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*When a student has a mailing address different from his/her street address, report the mailing address in the characteristic Street Address 2.*

# Street Address 2

**Characteristic System Name**

StreetAddress2

**Definition**

The mailing address or additional street address information such as apartment or lot number, for the student's primary residence. Refer to Appendix A for a list of U.S. postal abbreviations from the U.S. Postal Service that may be used as street designators.

**Use**

CEPI and MDE use these data for student identification, as well as special education and career and technical education program follow-up.

**Citation**

NCLB, 20 USC 6311

**SRSD Reference**

None; similar to Field 13: Street Address

**Specification**

Free-Form Text

- Minimum length: 0
- Maximum length: 100

**Instructions**

- If this is different from the Street Address, enter the mailing address or report additional information for the street address of the student's primary address.
- This characteristic is optional.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering it through the online form.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*You may use this characteristic to report additional information about the student's mailing or street address.*

# City

**Characteristic System Name**

PersonalDemographicsCity

**Definition**

The name of the city or town where the student lives at the time of reporting or the student's last known city or town of residence.

**Use**

CEPI and MDE use these data for student identification, as well as for special education and career and technical education program follow-up.

**Citation**

NCLB, 20 USC 6311

**SRSD Reference**

Field 14: Name of City or Town

**Specification**

Text (numbers and letters)

- Minimum length: 1
- Maximum length: 20

**Instructions**

- Enter the name of the city or town where the student's primary address is located at the time of reporting or as it was last known.
- The entry must not begin or end with spaces or blanks.
- You are required to submit this characteristic when you submit the Personal Demographics component and the student record does not also contain the Homeless Demographics component. The system will generate an error if you do not submit this characteristic and the student is not homeless.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering it through the online form, except when you are required to enter it by other business rules.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*You may report the city of primary nighttime residence for those students whom you have reported as homeless.*

# State

**Characteristic System Name**

State

**Definition**

The two-character alphabetic code that represents the state where the student lives at the time of reporting or the student's last known city or town of residence. Refer to *Appendix A: U.S. Postal Service Abbreviations* for a list of state codes.

**Use**

CEPI and MDE use these data for student identification, as well as for special education and career and technical education program follow-up.

**Citation**

NCLB, 20 USC 6311

**SRSD Reference**

None

**Specification**

List of values (choose from list)

- Refer to USPS State Abbreviations

**Instructions**

- Choose/enter the code that represents the state where the student lives.
- If you enter anything other than one of the codes included on the USPS State Abbreviations list, the system will generate a file-level error and will reject the file upon upload.
- You are required to submit this characteristic when you submit the Personal Demographics component and the student record does not also contain the Homeless Demographics component. The system will generate an error if you do not submit this characteristic and the student is not homeless.
- Do not submit blanks, are they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic when entering it through the online form, except when it is part of a required collection.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*You may not claim students who live in a state other than Michigan for FTE; however, you should report them if they are being served by your district.*

# ZIP Code

**Characteristic System Name**

ZipCode

**Definition**

The five- or nine-digit ZIP code of the location where the student lives at the time of reporting or the last known code of residence. Refer to the USPS Web site for additional information about ZIP codes and to access or look-up a code.

**Use**

CEPI and MDE use these data for student identification, as well as for special education and career and technical education program follow-up.

**Citation**

NCLB, 20 USC 6311

**SRSD Reference**

None

**Specification**

Text (numbers and letters); Format: NNNNN-NNNN or NNNNN

- Refer to USPS Web site
- Minimum length: 5
- Maximum length: 10

**Instructions**

- Enter the five- or nine-digit (ZIP + 4®) ZIP code for the student's primary address.
- You are required to submit this characteristic when you report the Personal Demographics component and the student record does not also contain the Homeless Demographics component. An error will occur if this characteristic is not submitted and the student is not homeless.
- Do not submit blanks, are they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic when entering it through the online form, except when it is part of a required collection.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

# Ethnicity

**Characteristic System Name**

Ethnicity

**Definition**

The racial group and ethnicity (if Hispanic or Latino) of the student. This is a unique six-position field using any combination of "0" through "6" in the proper position. Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. The primary racial/ethnic choice is represented with a "1" and the second choice is a "2", etc.

For example, a person whose primary racial/ethnic choice is Asian American would receive a code of "010000". If the same person is also White, he or she would receive the code of "010020". In this example, a person who is primarily of the Hispanic ethnic group and is also of the Black and Asian races, could be coded "032001". If a person is of equal races, such as an American Indian and Hispanic, he or she would be reported as "100001".

For more information on ethnic reporting, please refer to the CEPI Race and Ethnicity Web page.

| Position | Race/Ethnicity | Description |
|---|---|---|
| First "100000" | American Indian or Alaska Native | A student having origins in any of the original peoples of North America and South America (including Central America). |
| Second "010000" | Asian American | A student having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian sub-continent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam. |
| Third "001000" | Black or African-American | A student having origins in any of the black racial groups of Africa. |
| Fourth "000100" | Native Hawaiian or Other Pacific Islander | A student having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands. |
| Fifth "000010" | White | A student having origins in any of the original peoples of Europe, the Middle East or North Africa. |
| Sixth "000001" | Hispanic or Latino | An indication that the individual traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race. |

**Use**

CEPI and MDE use these data for NCLB, IDEA and Perkins reporting requirements.

**Citation**

NCLB, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 PL 105-17 Sec. 618(i); Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 22: Racial/Ethnic Code

**Specification**

Numeric Text (can have leading zeros); Format: NNNNNN

- Minimum length: 6
- Maximum length: 6

**Instructions**

- Report the racial and/or ethnic group to which the student belongs by entering the applicable number (0-6) in each of the six positions of this characteristic.

  - Enter "0" in the position of a race/ethnicity to which the student does not belong.
  - The primary racial/ethnic choice is represented with a "1" and the second choice is a "2", etc.
  - At least one position must contain the value "1".
- This characteristic may not contain the value "111111" or "123456".
- You are required to submit this characteristic when you submit the Personal Demographics component. The system will generate an error if you do not submit this characteristic.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*Beginning with the 2010-2011 school year, the state of Michigan will implement the guidance for collecting and reporting race and ethnicity data issued by USED. Please refer to the CEPI Race and Ethnicity Web page for more information.*

# NEW Phone Number

**Characteristic System Name**

PhoneNumber

**Definition**

The primary telephone number given by the student's parent or guardian.

**Use**

CEPI and MDE use these data for NCLB and IDEA reporting.

**Citation**

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418)

**SRSD Reference**

None

**Specification**

Free-Form Text ~~Numeric (numerals 0-9 only); Format: NNNNNNNNNN~~

- Minimum length: ~~10~~ 1
- Maximum length: 10

**Instructions**

- ~~An error will occur if anything other than a number is entered in this characteristic.~~
- ~~Submit only the digits of the telephone number; do not include "(", ")" or "-".~~
- The preferred format for reporting is: NNNNNNNNNN.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*These data are used by the Office of Special Education and Early Intervention Services to assist with obtaining acceptable response rates for the State Performance Plan 8B, 14B, and 4C. Telephone interviewing contributes greatly to achieving current response rates for survey projects conducted at the Center for Urban Studies, on behalf of the Michigan Department of Education.*

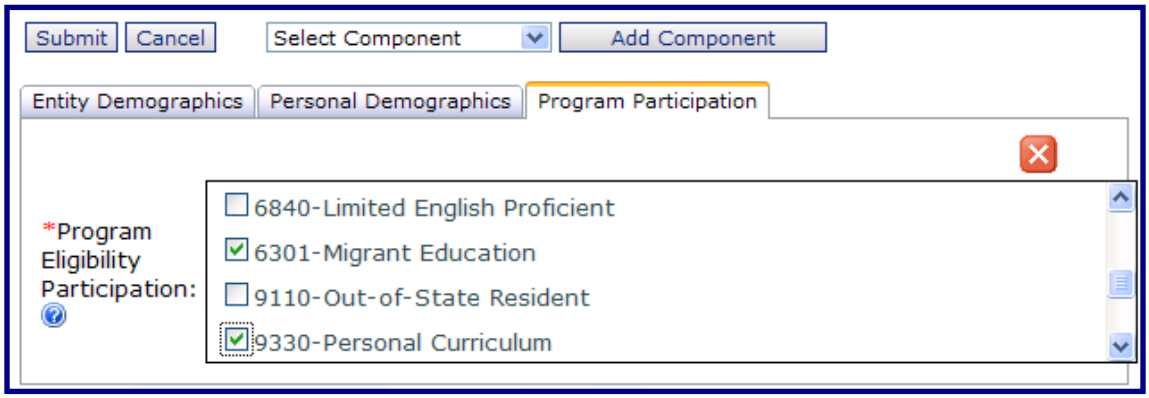
# Program Participation Component

The Program Participation component contains data related to the student's eligibility and/or participation in specialized programs or services. Students who may be eligible for program-level allocations and are required to be reported for compliance and/or program monitoring must be reported with the appropriate program codes. These data are also important for the accurate identification of subgroup participation required for federal reporting.

### Characteristic Table

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Program Eligibility Participation | List of Values | 1 | Required | Yes | Unbounded (1 per code)* |

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.




### Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### When Is This Component Required?

You must submit the Program Participation component when a student is participating in or is eligible for any of the listed programs.

## Dependencies

There are multiple forward and backward dependencies among the Program Participation component and other components. The following table summarizes these dependencies. Please refer to each individual component for additional details.

| Component | Dependency | Error/Warning |
|---|---|---|
| ~~Adult Education~~ | ~~Must be submitted when the Program Eligibility Participation characteristic contains code "3310".~~<br><br>~~Cannot be submitted if the Program Eligibility Participation characteristic does not contain code "3310".~~ | ~~Error~~<br><br>~~Error~~ |
| ~~Advanced Accelerated~~ | ~~Must be submitted when the Program Eligibility Participation characteristic contains code "3330".~~<br><br>~~Cannot be submitted if the Program Eligibility Participation characteristic does not contain code "3330".~~ | ~~Error~~<br><br>~~Error~~ |
| Entity Demographics | If the Program Eligibility Participation characteristic contains the following code(s):<br>▪ "9230" – Grade or Setting must equal "00"<br>▪ ~~"9330" – Grade or Setting must contain "09"-"12"~~<br>▪ "3500" – Grade or Setting must contain "09"-"12"<br>▪ "3500" – District Exit Status must not contain "01"-"04", "18" or "30<br><br>If reported District Exit Status is "40" or "41", then the Program Eligibility Participation characteristic must contain code "3500". | <br><br>Error<br>~~Warning~~<br>Error<br>Error<br><br><br>Error |
| FTE | If the Program Eligibility Participation characteristic contains code "9110", then the sum of General Ed. FTE, Section 52 FTE, and Section 53 FTE cannot be > 0.00 | Error |
| ~~LEP~~ | ~~Must be submitted when Program Eligibility Participation characteristic contains code "6840".~~ | ~~Error~~ |
| ~~Migrant~~ | ~~Must be submitted when the Program Eligibility Participation characteristic contains code "6301".~~<br><br>~~Cannot be submitted if the Program Eligibility Participation characteristic does not contain code "6301".~~ | ~~Error~~<br><br>~~Error~~ |

| Component | Dependency | Error/Warning |
|---|---|---|
| ~~Personal Curriculum~~ | ~~Must be submitted when the Program Eligibility Participation characteristic contains code "9330";~~<br><br>~~Cannot be submitted if the Program Eligibility Participation characteristic does not contain code "9330".~~ | ~~Error~~<br><br>~~Error~~ |
| Personal Demographics | If the Program Eligibility Participation characteristic contains the following code(s):<br>▪ ~~"6840" – Country of Birth must be included~~<br>▪ "9110" – Resident LEA Number may be blank<br>▪ "9130" – Country of Birth must contain a country other than the U.S. and must include Year of Entry | <br><br>~~Error~~<br>n/a<br>Error |
| ~~Special Education~~ | ~~Must be submitted when the Program Eligibility Participation characteristic contains code "8000".~~ | ~~Error~~ |
| Title I Services | May submit when Program Eligibility Participation characteristic contains code "6010".<br><br>Cannot submit if the Program Eligibility Participation characteristic does not contain code "6010". | Warning<br><br>Error |

**NEW NOTE: We will determine program eligibility and participation for those programs for which the codes have been retired using the following business rules:**

| Program Name | Business Rules |
|---|---|
| Adult Education | The student record contains code "20" in Student Grade or Setting in the Entity Demographics component. |
| Advanced Accelerated | The student record contains a valid code in the Program Model characteristic in the Advanced Accelerated component. |
| LEP | The student is identified as being **eligible** for LEP services when the student record contains valid codes in both the LEP Instructional Program and LEP Funding Participation characteristics in the LEP component.<br><br>The student is identified as **participating** in LEP services when the student record contains a valid code in the LEP Funding Participation characteristic and does not contain code "15" or "16" in LEP Instructional Program characteristic in the LEP component. |

| Program Name | Business Rules |
|---|---|
| Migrant | The student is identified as **eligible** for migrant services when the student record contains a valid code in the Migrant Funding Source characteristic in the Migrant component.<br><br>The student is identified as **participating** in migrant services when the student record contains a valid code in the Migrant Funding Source characteristic and at least one valid code has been submitted during the current school year in either the Migrant Instructional Services or Migrant Support Services characteristics in the Migrant component. |
| Personal Curriculum | The student record contains valid code in the Personal Curriculum Credit Modification characteristic in the Personal Curriculum component. |
| Special Education | The student record contains valid code in the Primary Disability characteristic in the Special Education component. |

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Program Eligibility Participation

**Characteristic System Name**

ProgramEligibilityParticipation

**Definition**

The type of categorical program(s) or service(s) for which the student is eligible and in which he/she participates.

**Use**

CEPI and MDE use these data for NCLB and state reporting.

**Citation**

IDEA 20 USCS Sec. 1400 (PL 108-446 Sec. 1418); MARSE R 340.1701(c)

**SRSD Reference**

Field 29: Program Eligibility/Participation I and Field 125: Program Eligibility/Participation II

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 7760 | 21st Century Community Learning Center Program (21st CCLC) | Student participated in at least 30 sessions of an after-school or summer program funded through a 21st CCLC grant. |
| ~~3310~~ | ~~Adult Education~~ | ~~This adult participant is eligible for state membership.~~ |
| ~~3330~~ | ~~Advanced and Accelerated~~ | ~~Students reported in this field are either currently participating in or have participated in an Advanced/Accelerated program during the current school year.~~ |
| 9220 | Alternative Education | Student is currently participating in an alternative education program (including seat-time waiver programs). Use Grade or Setting to report the appropriate grade level. |
| 9230 | Developmental/ Retention Kindergarten | Student is in a Developmental/Retention Kindergarten program. |
| 3500 | Early/Middle College Participant | The student is enrolled in an early/middle college program. Early/Middle College High Schools are generally five-year high schools located on a state public university or community college campus where students may attend as early as ninth grade. |

| Code | Text | Description |
|---|---|---|
| 9130 | Immigrant | The student has immigrated to the United States from another country and is aged 3 through 21 years; was not born in any state in America; and has not attended one or more schools in any one or more states for more than three full academic years. |
| 9120 | International Student | Student is a foreign student participating in an international student exchange program. |
| ~~6840~~ | ~~Limited English Proficient~~ | ~~This student is eligible for LEP services. For a complete definition of LEP students, please see the LEP component.~~ |
| ~~6301~~ | ~~Migrant Education~~ | ~~This student is eligible for migrant education services. The student, who is younger than 22,:~~<br>~~(1) has not graduated from high school or does not hold a high school equivalency certificate,~~<br>~~(2) is a migrant agricultural worker or a migrant fisher, or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher;~~<br>~~(3) has moved within the preceding 36 months to obtain, or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; and~~<br>~~(4) has moved from one school district to another. (Sections 1309 and 1115(b) (1) (A) and 34CFR 200.40(c) and (e).)~~ |
| 9110 | Out-of-State Resident | Student attends the district from a state or a province other than Michigan. (No FTE may be claimed) |
| ~~9330~~ | ~~Personal Curriculum~~ | ~~The student has a personal curriculum which has modified his/her graduation requirements.~~ |
| 9229 | Seat-Time Waiver Participant | The student is receiving his/her instruction for three or more courses through a virtual education program. |
| 9210 | Section 504 | This student is considered disabled under Section 504 of the Rehabilitation Act of 1973. Information on Section 504 is available at http://www.wrightslaw.com/info/sec504.index.htm |
| ~~8000~~ | ~~Special Education~~ | ~~This student is eligible for IDEA programs or services. Students reported in this field are either currently participating in or have participated in a program or service during the current submission period.~~ |
| 6010 | Title I Targeted Assistance Program | Students reported in this field are either currently participating in a targeted assistance school (TAS) program or have participated in a TAS program during the current school year. This is not for students in Title I schoolwide programs (SWPs). |

**Instructions**

- Choose/enter the code that represents the program or service in which the student participates or for which he/she is eligible.
- The system will generate errors when you submit anything other than one of the codes listed in this characteristic.
- You must submit this characteristic at least once when you submit the Program Participation component.
- You may submit this characteristic up to ten times within the Program Participation component when the student receives multiple services. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than ten.]
- ~~The following components are required when this characteristic is submitted with the associated code:~~

| ~~Code~~ | ~~Component~~ |
|---|---|
| ~~3310~~ | ~~Adult Education~~ |
| ~~3330~~ | ~~Advanced Accelerated~~ |
| ~~6840~~ | ~~LEP~~ |
| ~~6301~~ | ~~Migrant (NOTE: Course data must also be submitted through the Migrant Curriculum component in the Student Record Maintenance Collection. Please see the Migrant Curriculum component for details.)~~ |
| ~~9330~~ | ~~Personal Curriculum~~ |
| ~~8000~~ | ~~Special Education~~ |
| ~~6010~~ | ~~Title I Services~~ |

- ~~When this characteristic is submitted with code "6301", the student must be younger than twenty-two years of age as of the count date or the date entered in the Date of Count characteristic in the Entity Demographics component.~~
- When you submit this characteristic with code "9230", the Grade or Setting characteristic in the Entity Demographics component must contain code "00" (Kindergarten).
- When you submit this characteristic with code "9110":
  - the Resident LEA Number characteristic in the Personal Demographics component may be blank; and
  - the sum of the values submitted in General Ed FTE, Section 52 FTE and Section 53 FTE must not be greater than zero. (Total FTE claimed = 0.00)
- When you submit this characteristic with code "9130", the student must:
  - be at least three but not yet twenty-one years of age; and
  - have a reported country other than U.S. in the characteristic Country of Birth in the Personal Demographics component; and

  - have a valid four-digit year in the characteristic Year of Entry in the Personal Demographics component.

- ~~When this characteristic is submitted with code "9330", the student record should contain code "09", "10", "11", or "12" in the Grade or Setting characteristic in the Entity Demographics component or a warning will be generated.~~
- When you submit this characteristic with code "3500":
  - The student record must contain code "09", "10", "11" or "12" in the Grade or Setting characteristic in the Entity Demographics component or the system will generate an error.
  - Do not report the student record with code "01", "02", "03", "04", "18" or "30" in the characteristic District Exit Status in the Entity Demographics component or the system will generate an error.
  - You must identify the entity reported in the characteristic School or Facility in the Entity Demographics component as an Early/Middle College.
- When you report this characteristic with code "9229", you must also report the record with another occurrence of the Program Eligibility Participation characteristic that contains code "9220".
- A warning will occur when you submit this characteristic with code "9229" and the Grade Or Setting characteristic contains a code other than "09", "10", "11" or "12".

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

For questions concerning developmental kindergarten, please contact:

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
Lindy Buch
517-241-3592
BuchL@michigan.gov

For questions concerning advanced and accelerated or alternative education programs, please contact:

**Michigan Department of Education**
**Office of Education Improvement and Innovation**
Sam Sinicropi
517-241-0439
SinicropiS@michigan.gov

For questions concerning seat-time waiver programs, please contact:

**Michigan Department of Education**
**Office of Education Improvement and Innovation**
Barb Fardell
517-335-1291
FardellB@michigan.gov

For questions concerning personal curriculum, please contact:

**Michigan Department of Education**
**Office of Education Improvement and Innovation**
Abigail Hilgendorf
517-373-2636
HilgendorfA@michigan.gov

**Characteristic Tip**

*Before certifying a collection, verify that the data accurately report the total counts for categorical programs by thoroughly reviewing the staging area reports.*

# ~~Request to Change PEPE Component~~

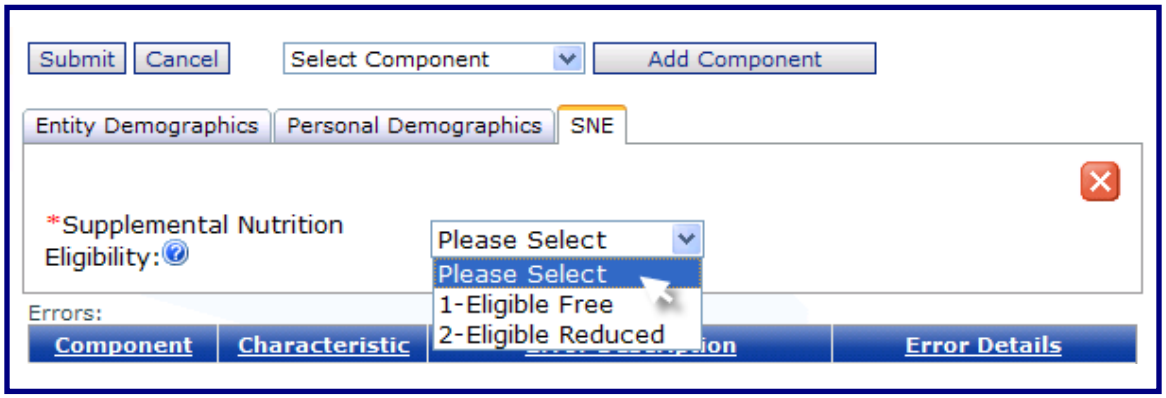
This component and its associated characteristics have been removed. Please request changes to the student's PEPE through the MSDS online Student History.

# Supplemental Nutrition Eligibility (SNE) Component

We use the SNE component to report the student's status as eligible for free or reduced-price milk or meals through the National School Lunch Program. Multiple State of Michigan offices use these data in the determination of sub-groups and as the poverty indicator for districts. Using these data, the MSDS generates multiple state and federal reports; therefore, it is critical that you report these data correctly. We use these data for Section 31a allocations, Title I allocations, and e-Rate. You are required to submit the SNE component in the Supplemental Nutrition Eligibility Collection. You may also submit it in the Student Record Maintenance, Early Childhood, Spring General and EOY General collections.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Supplemental Nutrition Eligibility | List of Values | 1 | Required | No | 1 |




**Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

**When Is This Component Required?**

You must submit this component as part of the student record when you have identified the student as eligible for free or reduced-price milk or meals. Only submit these data once per school year for an eligible student, unless the student's status changes from eligible for reduced-price meals to eligible for free meals. If you prefer, you may submit this component for all eligible students whenever you submit records through a collection which allows the SNE

component. A student is eligible for free meal/milk or reduced-price meals when he or she meets one of the following criteria:

- attends a school that participates in the national school lunch, school breakfast, and/or special milk program, has applied using a school lunch application, and is approved as eligible for free or reduced-price meals or free milk based on income or categorical requirements;
- attends a school that does not participate in the national school lunch, school breakfast, and/or special milk program, has applied using an application other than the school lunch application, and is approved as eligible for free or reduced-price meals or free milk based on income or categorical requirements;
- has been identified through Direct Certification; or
- is eligible under other federal guidelines.

**Note: Participation is not a requirement for eligibility. Neither the attended school nor the student has to participate in the national school lunch, school breakfast, and/or special milk programs for the student to be found eligible. Non-participating schools must use an eligibility application form provided by MDE which clearly states to the family that no free or reduced-price lunch or breakfast, or special milk program, will be provided.**

## Data Usage

Multiple State of Michigan offices use Supplemental Nutrition Eligibility data as an indicator of poverty, including the calculation of poverty quartiles for federal reporting. Using these data, the MSDS generates multiple state and federal reports; therefore it is critical that you complete the field correctly.

- **Adequate Yearly Progress:**
  For Adequate Yearly Progress, this field currently provides the basis for subgroup identification of economically disadvantaged students. You may find additional information regarding Adequate Yearly Progress at:

  http://www.michigan.gov/mde/0,1607,7-140-22709_22875-85660--,00.html

- **E-Rate:**
  As of fall 2006, we use this field to derive eligibility for a district's E-rate discount. Michigan does not recognize pre-K or adult education students as eligible for E-rate discounts. The use of individual student data from the SRSD will allow these records to be

filtered out, resulting in improved accuracy in reporting the eligibility of students in Michigan. Obtain further information regarding the E-rate at:

http://www.sl.universalservice.org/data/pdf/ERate_Discounts.pdf or www.usac.org/sl

- **Perkins Core Performance Indicators:**
  The MDE Office of Career and Technical Education uses this field for identification of the economically disadvantaged special population group for the Perkins Core Performance Indicators. For more information on the Office of Career and Technical Education and the Perkins Core Performance Indicators please visit:

  http://www.michigan.gov/mde/0,1607,7-140-6530_2629---,00.html

- **Michigan School Readiness Program:**
  The Michigan Department of Education, Office of Early Childhood Education and Family Services uses the data from Field 31 to determine the number of students who are eligible for free lunches in grades one through five, per Sections 32d and 38 of the State School Aid Act for purposes of determining funding levels for the Michigan School Readiness Program. For more information on the Office of Early Childhood and Family Services and the Michigan School Readiness Program please visit:

  http://www.michigan.gov/msrp

- **Office of Field Services:**
  The Michigan Department of Education, Office of Field Service use the free meal eligibility information in the calculation of Section 31a allocations, as well as in Title I allocation calculations. MDE's Office of School Improvement may also use it to calculate state and federal grant awards.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Supplemental Nutrition Eligibility

**Characteristic System Name**

SupplementalNutritionEligibility

**Definition**

The type of categorical program(s) or service(s) for which the student is eligible and in which he/she participates.

**Use**

CEPI uses these data, as they are submitted in the Supplemental Nutrition Eligibility collection, to determine the official "October 31" count of eligible students for MDE's Office of Field Services. Multiple State of Michigan offices use these data as an indicator of poverty. Using these data, the MSDS generates multiple state and federal reports, such as E-rate, AYP, Perkins Core Performance Indicators and Michigan School Readiness reporting.

**Citation**

Richard B. Russell National School Lunch Act, 42 USC. 175; Child Nutrition Act of 1966, 42 USC 1771; NCLB, Sec 20; Telecommunications Act of 1996, Sec. 254 (E-rate); NCLB, 20 USC 6311; PL 107-110 Sec. 1111 (computation of economically disadvantaged subgroups for Adequate Yearly Progress [AYP]); Carl D Perkins Career and Technical Education Act of 2006. Section 113 (computation of economically disadvantaged special population)

**SRSD Reference**

Field 31: Supplemental Nutrition Eligibility

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 1 | Eligible for free-meal/milk program | Student is eligible for free-meal/milk program for current school year. |
| 2 | Eligible for reduced-price meal program | Student is eligible for reduced-price meal program for current school year. |

**Instructions**

- Choose/enter the code that represents the student's eligibility status for free or reduced-price meals.
- The system will generate errors when you submit anything other than one of the codes listed in this characteristic.
- You must submit this characteristic when you submit the Supplemental Nutrition Eligibility component.

- If you have identified the student as homeless (reported during the current school year with the Homeless component) you must report him or her with code "1" in this characteristic.
- If you have identified the student as a migrant student (reported during the current school year with the Migrant component ~~code "6030" in the Program Eligibility Participation characteristic~~) you must report him or her with code "1" in this characteristic.
- If the student has been directly certified (included on the Direct Certification Report for the current school year) he/she must be reported with code "1" in this characteristic.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

For questions regarding **Section 31A and Title I allocations**, contact:

**Michigan Department of Education**
**Office of Field Services**
Fred Williams
517-373-3743
WilliamsF3@michigan.gov

For questions regarding **Supplemental Nutrition Eligibility**, contact:

**Michigan Department of Education**
**Office of Grants Coordination and School Support**
Dawn Harris
517-373-4335
HarrisDM@michigan.gov

For questions regarding **E-rate**, contact:

**Michigan Department of Education**
**Educational Technology and Data Coordination**
Bruce Umpstead
517-335-2957
UmpsteadB@michigan.gov

For questions regarding **Adequate Yearly Progress** (AYP), contact:

**Michigan Department of Education**
**Office of Educational Assessment and Accountability**
877-560-8378 toll-free or 517-373-8393
OEAA@mi.gov

For questions regarding **Perkins Core Performance Indicators**, contact:

**Michigan Department of Education**
**Office of Career and Technical Education**
Jill Kroll
517-241-4354
KrollJ1@michigan.gov.

For questions regarding the reporting of **Early Childhood** information, please contact:

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
517-373-8483

**Characteristic Tip**

*Once the student has been reported as being eligible for either free or reduced-price milk/meals during a school year, it is not necessary to report his/her status again for that year.*

# Special Education Component

The Special Education component is used to collect data related to the student's participation in special education programming or services. ~~It is required when the student is identified as participating in special education programs or services in the Program Participation component (code "8000" in characteristic Program Eligibility Participation) and when claiming student membership (FTE) in Section 52 for students enrolled in an approved on-grounds juvenile detention facility or child-care institution (Student Residency code "09").~~

In addition to the Special Education Component, records for students with disabilities receiving special education programs or services may also need to include one or more of the following components:

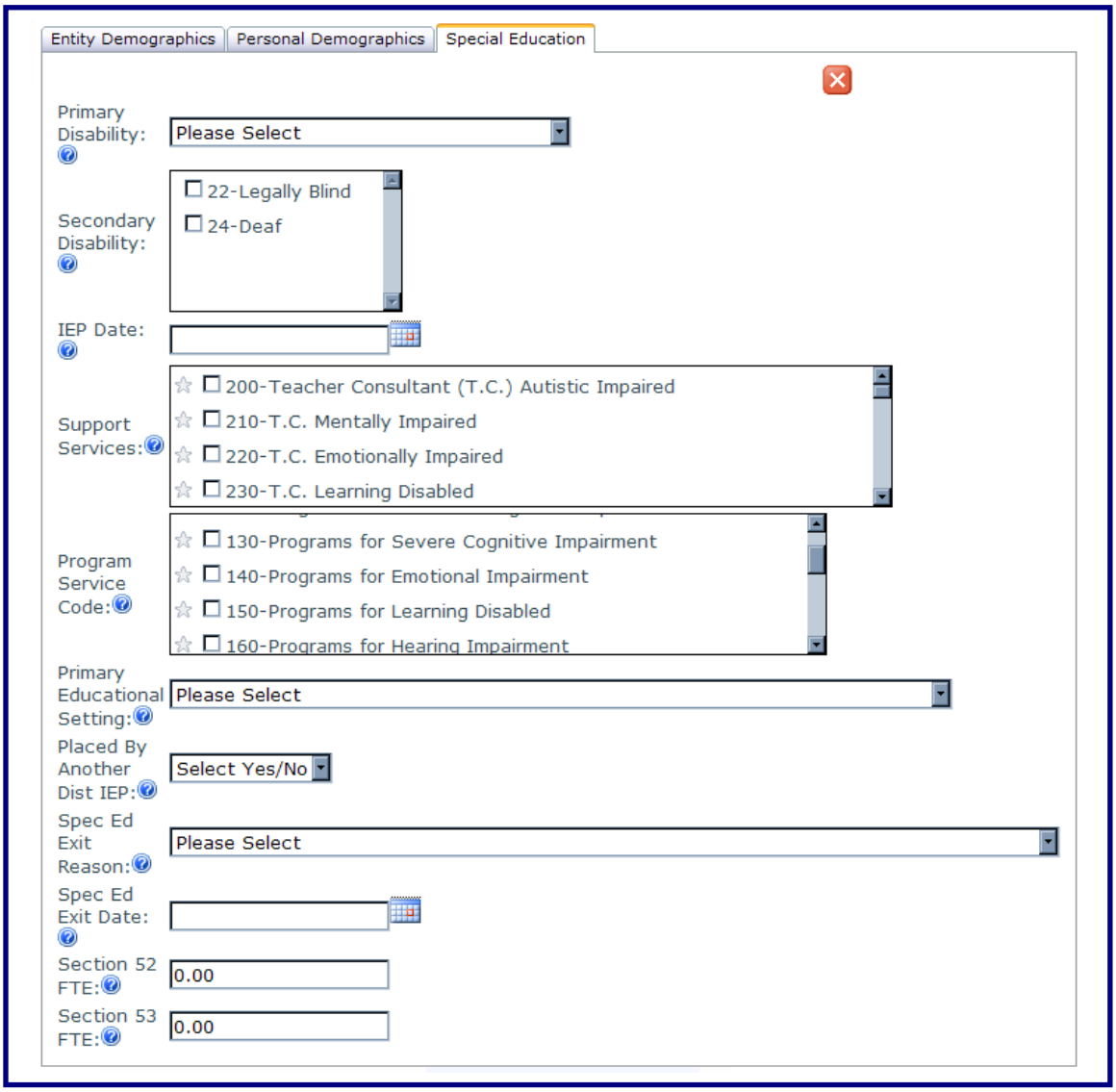
- ~~Program Participation~~
- Initial IEP
- Disciplinary Incident
- Disciplinary Consequence

Please refer to the applicable component details for additional information.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Primary Disability | List of Values | 1 | Conditional | No | 1 |
| Secondary Disability | List of Values | 2 | Conditional | Yes | Unbounded (1 per code)* |
| IEP Date | Date | 3 | Conditional | No | 1 |
| Support Services | List of Values | 4 | Conditional | Yes | Unbounded (record-level business rules limit to 5 per student)* |
| Program Service Code | List of Values | 5 | Conditional | Yes | Unbounded (record-level business rules limit to 3 per student)* |
| Primary Educational Setting | List of Values | 6 | Conditional | No | 1 |
| Placed By Another Dist IEP | Yes/No | 7 | Conditional | No | 1 |
| Special Education Exit Reason | List of Values | 8 | Conditional | No | 1 |
| Special Education Exit Date | Date | 9 | Conditional | No | 1 |
| Section 52 FTE | Decimal | 10 | Optional | No | 1 |
| Section 53 FTE | Decimal | 11 | Optional | No | 1 |

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.




## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

**When Is This Component Required?**

The Special Education component may only be submitted for students with disabilities who are participating in special education programs or services, or students who are receiving their education in a Section 24 Juvenile Detention Facility. When this component is submitted, the record must include one or both of the following:

- The Student Residency characteristic containing code "09".
- A valid code submitted in the Primary Disability characteristic.

Although this component is viewed as optional by the MSDS, you must report this component for any student receiving special education programming or services and to claim either Section 52 or Section 53 FTE.

Remember that **OPTIONAL** does ***NOT*** mean that you do not have to report the data when they are applicable to the student. It means that the ***MSDS SYSTEM*** cannot determine when or for which students you are ***REQUIRED*** to report the data. Each reporting entity is responsible for identifying when it must report the data, based on program requirements.

Please refer to the General Education FTE component for additional information about submitting FTE data.

~~The Special Education component must be reported when either of the following conditions is met:~~

- ~~The submitted record includes the special education program code "8000" in the Program Eligibility Participation characteristic.~~
- ~~The student is reported with more than zero (>0.00) FTE contained in Section 52 FTE characteristic (General Ed FTE) AND with the code "09" in the Student Residency characteristic (Entity Demographics component).~~

~~The Special Education component may not be submitted without one or both of the above conditions occurring. Student records containing the Special Education component that do not also have the data situation in at least one of the two conditions described above will generate errors.~~

~~**NOTE: The General Ed FTE contains additional rules that require student records reported with either Section 52 FTE or Section 53 FTE greater than zero (>0.00) must also contain the Special Education component.**~~

## Section 24 Detention Students

Students who meet the criteria to be reported with FTE in Section 52 and are also residents of a approved on-grounds juvenile detention facility or child-care institution (Section 24 Juvenile Detention) must be reported with at least one code reported in either the Program Service Code or Support Services characteristic. No other characteristics in the Special Education component are required to be reported. The exception to this is if the student reported is also a special education participant who has an IEP; then all applicable characteristics must be reported, including a code in Primary Disability ~~and the student must also be reported with code "8000" in the Program Eligibility Participation characteristic in the Program Participation component~~.

NOTE: Errors will be generated if a student record is submitted with data in any characteristics other than Program Service Code or Support Services and no code is reported in the Primary Disability characteristic ~~the code "8000" is not submitted in the Program Eligibility Participation characteristic~~. Likewise, errors will be generated if the student record is submitted with a code in Primary Disability ~~the code "8000" in the Program Eligibility Participation characteristic~~ and the applicable special education characteristics are not included with the Program Service Code and Support Services characteristics.

**For example:**
*Situation 1* - A student is receiving education services while in a Section 24 juvenile detention facility. The student **does not have an IEP** (is not eligible for special education programs/services). The record submitted for this student must include the Special Education component with only the Section 52 FTE characteristic and Program Service Code or Support Services characteristics. Errors will occur when the student record is:

- Submitted without the Special Education component; or
- Submitted with the Special Education component but without data in either the Program Service Code or Support Services characteristics; or
- Submitted with the Special Education component that includes any characteristic other than the Program Service Code or Support Services characteristics.

*Situation 2* - A student is receiving education while in a Section 24 juvenile detention facility. The student **has an IEP** (is eligible for special education programs/services). The record submitted for this student must include the Special Education component with all other applicable characteristics in addition to the Program Service Code or Support Services. Errors will occur when the student record is:

- Submitted without the Special Education component; or
- Submitted with the Special Education component but with only data, the Program Service Code or Support Services characteristics.

## Required for Students with IEPs

A student with disabilities who is participating in special education programs or services must have an IEP. These students are identified by submitting a code in the characteristic Primary Disability ~~code "8000" (Special Education) in the Program Eligibility Participation characteristic in the Program Participation component~~. The following data must be submitted for students reported as participating in special education:

- Primary Disability
- IEP Date
- Program Service Code or Support Service (at least one code in either characteristic)
- Primary Educational Setting
- Placed By Another District IEP (Yes/No)

Failure to submit all of the above data will result in record-level errors.

Some students may also need to be reported with the following data:

- Secondary Disability
- Special Education Exit Reason and Special Education Exit Date
- Section 52 FTE or Section 53 FTE

Submitting students without the above characteristics will not cause errors, however failing to report these data when they apply to the student will cause the district's data to be inaccurate.

## Reporting Data for Early Childhood/Pre-kindergarten Students

Children, birth through five years of age, who have not yet entered kindergarten and who are eligible for special education programs or services, must be reported in the Fall and/or Spring General Collections to be counted for membership (FTE). These students may also need to be reported through the Special Education Child Count. ~~Michigan Compliance Information System (MI-CIS) for the December 1 Submission of Special Education Data for Students with Disabilities. Please refer to the MI-CIS Web site for additional information (www.micis.org).~~

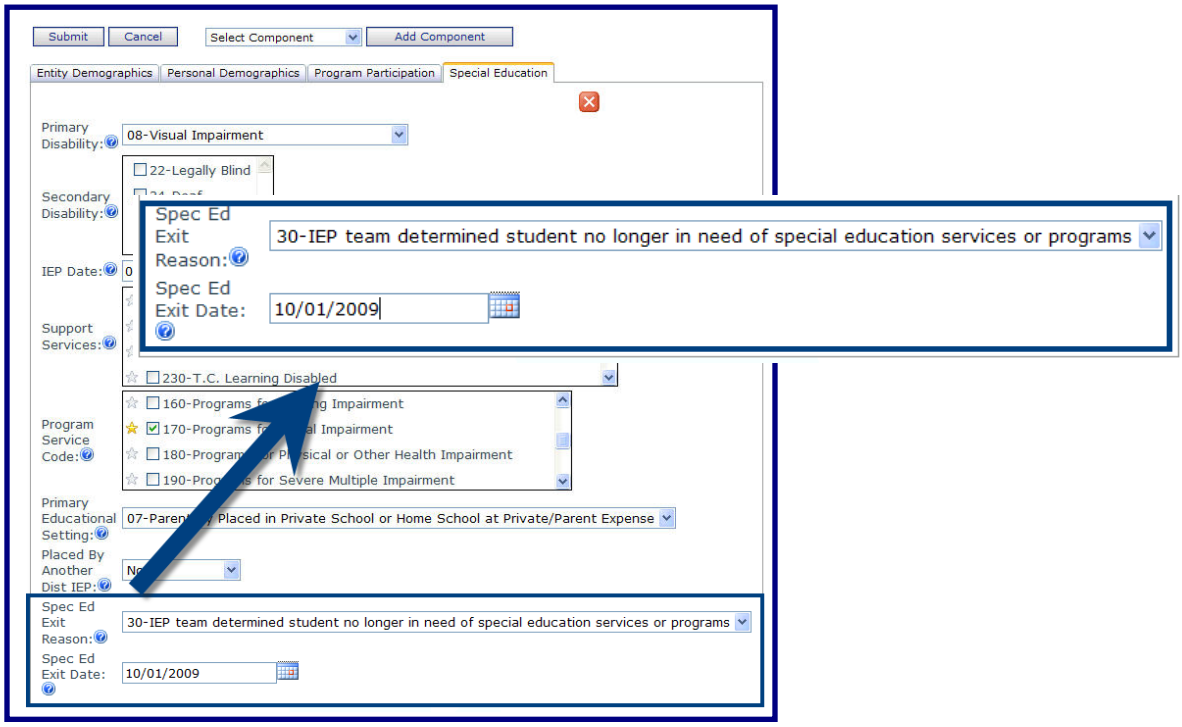
## Exiting a Student From Special Education

Students with disabilities who are receiving special education programs or services are exited from special education when they are no longer eligible to participate. This can occur because the student's parent/guardian revokes consent for the student to participate or the IEP team determines that the student is no longer eligible for special education programs or services. In either of these situations, the student record should be reported with the Special Education component, including the appropriate data in the characteristics Special Education Exit Reason and Special Education Exit Date. Students who exit special education by either of these means

may or may not also be exiting the operating district. If the student is also exiting the district, the district exit data must be submitted in the Entity Demographics component.

**For example:**
*Situation 1* - A student with disabilities receiving special education programs or services is exited from special education on 10/01/2009 by the IEP team. The student is not exiting the district. The record must include the code "30" in the Special Education Exit Reason characteristic and the Special Education Exit Date will contain "10/01/2009" within the Special Education component. The Entity Demographics component will include code "19" (expected to continue) in the characteristic District Exit Status and will not contain the District Exit Date characteristic. (Refer to the Entity Demographics component section for additional details and screenshots for examples and screenshots related to that component.)

For the example above, the online Special Education component would look like the following screenshot.



The Special Education section of this student record in the XML file would look similar to this:

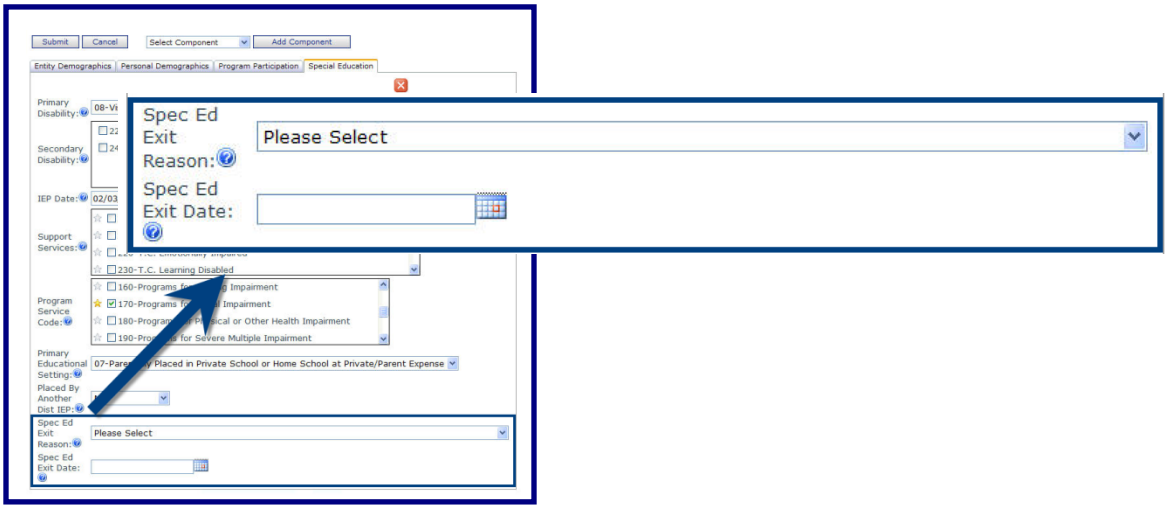
```
<SpecialEducation>
        <PrimaryDisability>08</PrimaryDisability>
        <IEPDate>2008-02-03</IEPDate>
        <ProgramServiceCode>170</ProgramServiceCode>
        <PrimaryEducationalSetting>07</PrimaryEducationalSetting>
        <PlacedByAnotherDistIEP>false</PlacedByAnotherDistIEP>
        <SpecEdExitReason>30</SpecEdExitReason>
        <SpecEdExitDate>2009-10-01</SpecEdExitDate>
</SpecialEducation>
```

*Situation 2* - A student with disabilities receiving special education programming or services is exited from special education on 10/01/2009 by the IEP team. The student also leaves the district because the family is moving out of state. The last date the student attends the district is 9/30/2009. As in Situation 1, the record must include the code "30" in the Special Education Exit Reason characteristic and the Special Education Exit Date will contain "10/01/2009" within the Special Education component. In the Entity Demographics component, the record must also contain the appropriate data in the characteristics District Exit Status code ("09" Moved out of state) and District Exit Date ("10/01/2009").

Students also exit special education when they complete their K-12 education or otherwise terminate their participation in the Michigan public school system. In these situations, the student may or may not also have had his/her parent revoke consent or have an IEP team determine s/he is no longer eligible for special education. If this situation occurs, then the special education exit data should be submitted in the Special Education component and the district exit data reported in the Entity Demographics component.

**For Example:**
*Situation 1*- A student with disabilities receiving special education programming or services graduates with a regular high school diploma. There is no parental revocation of consent or IEP team decision that the student no longer is eligible for special education programs or services. The record submitted for this student will contain the Special Education component but will not contain the characteristics Special Education Exit Reason or Special Education Exit Date. The Entity Demographics component will contain the code "02" in the characteristic District Exit Status and the date "06/05/2010" in the characteristic District Exit Date. (Refer to the Entity Demographics component section for additional details and screenshots for examples and screenshots related to that component.)

For the example above, the online Special Education component would look like the screenshots below.

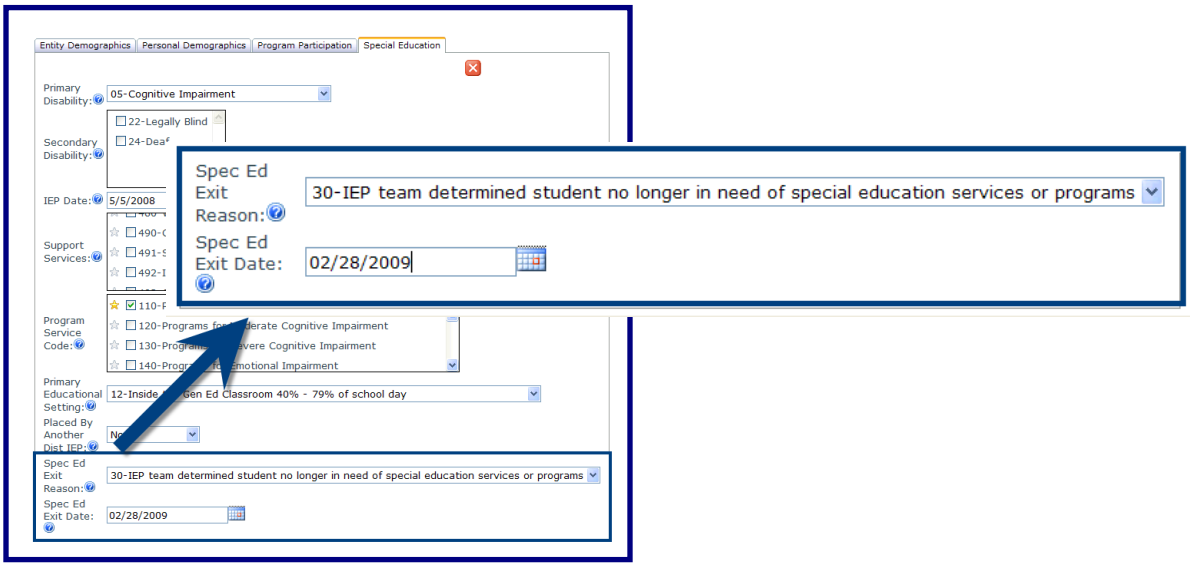



The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
        <PrimaryDisability>08</PrimaryDisability>
        <IEPDate>2008-02-03</IEPDate>
        <ProgramServiceCode>170</ProgramServiceCode>
        <PrimaryEducationalSetting>07</PrimaryEducationalSetting>
        <PlacedByAnotherDistIEP>false</PlacedByAnotherDistIEP>
</SpecialEducation>
```

*Situation 2* - A student with disabilities receiving special education programming or services leaves the district to be home-schooled. An IEP team has also determined that the student is no longer eligible for special education programs or services as of 02/27/2009. The last day that the student attended was 02/27/2009. The record submitted for this student will contain the Special Education component with the characteristics Special Education Exit Reason containing code "30" and the Special Education Exit Date will contain the date "02/28/2009" (the exit date is the day after the day last the student participated). The Entity Demographics component will contain the code "14" in the characteristic District Exit Status and the date "02/28/2009" in the characteristic District Exit Date.

For the example above, the online Special Education component would look like the screenshot below.




The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
        <PrimaryDisability>05</PrimaryDisability>
        <IEPDate>2008-05-05</IEPDate>
        <ProgramServiceCode>110</ProgramServiceCode>
        <PrimaryEducationalSetting>12</PrimaryEducationalSetting>
        <PlacedByAnotherDistIEP>false</PlacedByAnotherDistIEP>
        <SpecEdExitReason>30</SpecEdExitReason>
        <SpecEdExitDate>2009-02-28</SpecEdExitDate>
</SpecialEducation>
```

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Primary Disability

**Characteristic System Name**

PrimaryDisability

**Definition**

The primary disability identified on the student's IEP as defined by the Michigan Administrative Rules for Special Education (MARSE).

**Use**

These data are used for NCLB and IDEA reporting.

**Citation**

Michigan Administrative Rules for Special Education R340.1705-$340.1717; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1418; Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 36: Primary Disability

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 05 | Cognitive Impairment | MARSE R340.1705 |
| 06 | Emotional Impairment | MARSE R340.1706 |
| 07 | Hearing Impairment | MARSE R340.1707 |
| 08 | Visual Impairment | MARSE R340.1708 |
| 09 | Physical Impairment | MARSE R340.1709 |
| 10 | Speech and Language Impairment | MARSE R340.1710 |
| 11 | Early Childhood Developmental Delay | MARSE R340.1711 |
| 13 | Specific Learning Disability | MARSE R340.1713 |
| 14 | Severe Multiple Impairment | MARSE R340.1714 |
| 15 | Autism Spectrum Disorder | MARSE R340.1715 |
| 16 | Traumatic Brain Injury | MARSE R340.1716 |
| 17 | Deaf-Blindness | MARSE R340.1717 |
| 20 | Other Health Impairment | MARSE R340.1709a |

**Instructions**

- Choose/enter the code that represents disability being reported.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- This characteristic is required when the Special Education component is reported and the characteristic Student Residency contains a code other than "09" ~~the student is~~

~~identified as a participant in special education programs or services in the Program Participation component (Program Eligibility Participation characteristic contains the code "8000").~~

- ~~This characteristic is not allowed when the Special Education component is submitted and the student is not identified as a participant in special education programs or services in the Program Participation component (Program Eligibility Participation characteristic does not include the code "8000").~~

- If code "11" (Early Childhood Developmental Delay) is reported in this characteristic, errors will occur when the student is eight years of age or older on the Date of Count AND is not being exited from special education (Special Education Exit Reason is reported in the Special Education component or District Exit Status contains a value other than "19" in the Entity Demographics component.
- A warning will be generated when either code "06" or "13" is reported in this characteristic and the child is two years of age or younger.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*In order for a student to be counted for special education, he or she must have a disability code. Be careful not to confuse the student's primary disability with classroom placement.*

# Secondary Disability

**Characteristic System Name**

SecondaryDisability

**Definition**

Additional disability characteristics as identified on the vision or audiological report.

**Use**

These data are used for NCLB and IDEA reporting.

**Citation**

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418); Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 37: Additional Disability Characteristics

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 22 | Legally Blind | Visual acuity of 20/200 or less in the better eye with best correction, a limitation of the field of vision not greater than 20 degrees, or a visual acuity of 20/100 in the better eye with a deteriorating condition. |
| 24 | Deaf | Hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a child's educational performance. |

**Instructions**

- Choose/enter the code that represents the disability being reported.
- Errors will occur when anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- This characteristic may be submitted up to twice per student record (once per code) when the student meets criteria for legal blindness or deafness. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than two.]
- Although the system treats this characteristic as optional, the data must be reported when the student meets the criteria for legal blindness or deafness. Failure to do so will result in inaccurate reporting.

- A warning will be generated when this characteristic is submitted and the Primary Disability characteristic is not reported. Students reported with one or more codes in the Secondary Disability characteristic are generally reported with at least one Primary Disability code.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Students who are both legally blind and deaf should be reported with two occurrences of this characteristic; one for each code.*

# IEP Date

**Characteristic System Name**

IEPDate

**Definition**

The date of the student's most recent individual education program (IEP).

When a student moved from one district to another, use the date of the most recent IEP until the new district develops a new IEP (if a new IEP plan is developed).

Please refer to the MDE Office of Special Education and Early Intervention Services (OSE/EIS) Web site for further information.

**Use**

These data are used for NCLB and IDEA reporting. An IEP is required by the U.S. Department of Education.

**Citation**

Individuals with Disabilities Education Act, 20 USC (PL 108-446) Sec. 1418, §300.37

**SRSD Reference**

Field 38: Date of IEP/Placement/Date of Implementation

**Specification**

Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

    <IEPDate>**2009-02-28**</IEPDate>

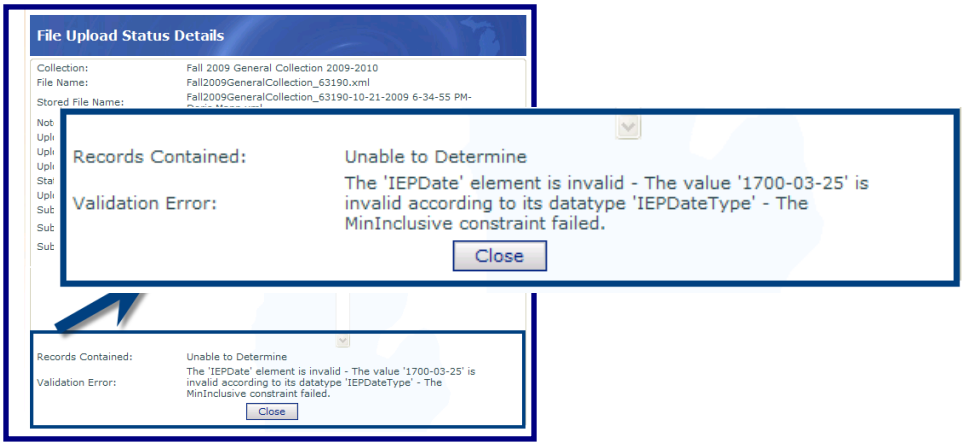
  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

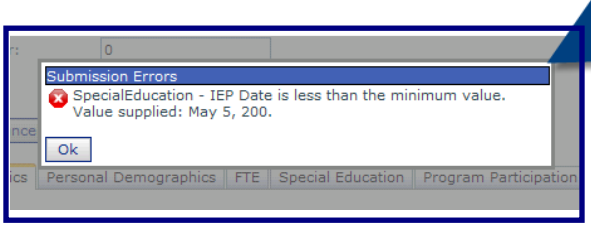
- This characteristic is required when Primary Disability is reported.

- Entering anything other than a date in this characteristic, or entering a date earlier than "1753-01-01" will result in a file-level error and the file will be rejected on upload.

  This message will be displayed when uploading a file with an invalid entry.




  This message will be displayed when submitting a record online with an invalid entry.




A pop-up window will appear after clicking "submit" when there are data in the record that do not conform to the schema requirements. These errors must be corrected before any other edits can be completed in the record. All records must be error free before the collection may be certified.

- When a student who was actively participating in special education programs or services at the last district attended enrolls in a new school district:
  - After the parent consents and the new district immediately implements the student's current individualized education program [340.1722e(1)(a)], **enter the date of the existing IEP from the prior district.**
  - If the new district immediately places the student in an appropriate program or service, enter the date of the existing IEP from the previous district. **Use the existing IEP date until, and if, a new IEP is developed**.
  - If the parent does not provide consent for placement, the school district implements the student's current individualized education program to the extent possible and an IEP team meeting convenes to develop a new IEP [340.1722e (2)], **enter the date of the existing IEP from the prior district.**
- This characteristic must be reported when the characteristic Primary Disability contains a valid code.

- This characteristic cannot be reported when the characteristic Primary Disability is not included in the record.
- The date reported in this characteristic must occur on or after the student's Date of Birth (Personal Core component). An Error will be generated if the date submitted is before the student's birth date. (IEP Date => Date of Birth)
- The date reported in this characteristic cannot be after the date submitted in the As Of Date characteristic (for ongoing certification collections) or the count date (Collection Certification Date) for single certification collections.
- When the student is reported as exiting the district (District Exit Status does not contain code "19" in the Entity Demographics component), a warning will be generated if the date submitted in this characteristic is after the students District Exit Date. (IEP Date > District Exit Date)
- A warning will be generated when the date reported is more than twelve months (one year) prior to the Date of Count. If no Date of Count is included in the record, the IEP Date will be compared to the system date. Dates over one year prior to the system date will also generate a warning message. The IEP must be less than one year old to be in compliance with IDEA requirements.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Check that the characteristic contains one of the following dates, and not the date of entry: IEP date, the date of placement or the date of implementation of a previous IEP.*

# Support Services

**Characteristic System Name**

SupportServices

**Definition**

Services that provide developmental, corrective and other support as required to assist a child with a disability to benefit from special education (support services include related services).

**Use**

These data are used for NCLB and IDEA reporting.

**Citation**

IDEA 20 USCS Sec. 1400 (PL 108-446 Sec. 1418); MARSE R340.1701(c)

**SRSD Reference**

Field 43: Support Services

**Specification**

List of values (choose from list)

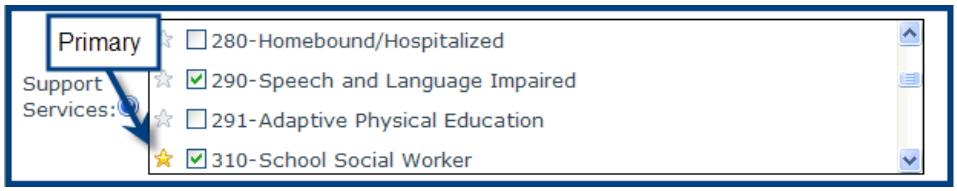
| Code | Text | Description |
|---|---|---|
| 200 | Teacher Consultant (T.C.) Autistic Impaired | MARSE R300.1749 |
| 210 | T.C. Mentally Impaired | MARSE R300.1749 |
| 220 | T.C. Emotionally Impaired | MARSE R300.1749 |
| 230 | T.C. Learning Disabled | MARSE R300.1749 |
| 240 | T.C. Hearing Impaired | MARSE R300.1749 |
| 250 | T.C. Visually Impaired | MARSE R300.1749 |
| 260 | T.C. Physically and Otherwise Health Impaired | MARSE R300.1749 |
| 280 | Homebound/ Hospitalized | MARSE R340.1746 |
| 290 | Speech and Language Impaired | MARSE R340.1745 |

| Code | Text | Description |
|---|---|---|
| 291 | Adaptive Physical Education | Instruction in physical education to students with disabilities receiving special education programs/services (pupils whose disabilities preclude integration into regular physical education classes). |
| 310 | School Social Worker | MARSE R340.1011–R340.1018. To be counted as a special service, the school social work service must be listed as a service on the student's IEP. |
| 320 | School Psychologist | MARSE R340.1151–R340.1158. To be counted as a special education service, school psychological services must be listed as a service on the student's IEP. |
| 360 | Occupational Therapy | Occupational therapy deals with improving, developing or restoring functions impaired or lost through illness, injury or deprivation; improving ability to perform tasks for independent functioning when functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function. |
| 370 | Physical Therapy | Physical therapy is defined in the Michigan Public Health code under Section 17801. Services are provided by a licensed physical therapist. |
| 383 | Music Therapy | Music therapy activities are provided to students with disabilities receiving special education programs/services by a certified music therapist. |
| 390 | Art Therapy | Art therapy activities are provided to students with disabilities receiving special education programs/services by a certified art therapist. |
| 400 | Audiological Services | Audiological services are services provided by an audiologist to identify students with hearing loss and provide rehabilitation and counseling concerning hearing loss. |
| 406 | Interpreter for the Deaf | Services provided by a qualified interpreter who assists the student with a hearing impairment and school personnel with communication. |
| 410 | Recreation Service | Recreation services are the assessment of a student's leisure functioning, providing therapeutic recreation services, participation in a recreation program in a school designed specifically for students with disabilities receiving special education programs/services, or providing leisure education. |
| 440 | Special Transportation | Special transportation must be provided in an approved school vehicle in a regular seat, wheelchair or an approved baby seat. This specifically excludes students who need ambulance service, a medical attendant, or other care outside the responsibility of the schools. |

| Code | Text | Description |
|---|---|---|
| 450 | School Health Services | School health services must be provided by a qualified school nurse or other qualified person. To be counted as a special education service, the school nurse must be working solely with students with disabilities receiving special education programs/services or the service should be indicated in the student's IEP. |
| 460 | Rehabilitation Counseling Services | The student receives counseling services provided by a qualified rehabilitation counseling professional. Such services are intended to explore the effect of the student's disability on employment and other post-school activities, which include vocational programs funded by Michigan Rehabilitation Services or the Michigan Commission for the Blind. |
| 470 | Orientation and Mobility Services | Orientation and mobility instruction for the visually impaired must be provided by an approved orientation and mobility instructor. |
| 480 | Worksite-Based Learning | Worksite-based learning means transition services, such as on-the-job training, related counseling and follow-up services. A written agreement plan is required as specified in MARSE R340.1733 (i). |
| 490 | Community Training/ Vocational Education (General Education) | Students with disabilities receiving special education programs/services who also receive vocational training in a community setting or individual vocational training program at a worksite with non-disabled peers. |
| 491 | Special Needs (Adapted Vocational Ed.) | Alteration of a vocational education program is being provided by general education to accommodate different needs of a student with disabilities receiving special education programs/services. |
| 492 | Individual Vocational Education | Training programs designed to fit the special interests of a student with disabilities receiving special education programs/services that are generally not available in a general-education vocational program. |
| 493 | Community Training/ Vocational Education (Special Education) | Students with disabilities receiving special education programs/services who receive vocational training in a community setting or individual vocational training program at a work site primarily with peers with disabilities receiving special education programs/services. |

## Instructions

- Choose/enter the code that represents the service being reported.
- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.
- This characteristic may be submitted up to five times within the Special Education component when the student receives multiple services. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than five.] If a student receives more than five of the listed services, specify the five that occur most frequently.
- Report the primary related service code first, followed by any additional services the student receives. (Online entry: click on the star to identify the primary program code)




- When the Special Education component is reported with a code in Primary Disability and the characteristic Program Service Code is not included, Support Services must be reported with at least one valid code.
- When the record does not include Primary Disability, this characteristic must not be submitted.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless required by another business rule.

## State Of Michigan Contact

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

## Characteristic Tip

*To be counted as a special education service, a service must be part of the evaluation or re-evaluation process or included as services to be delivered as part of the student's IEP.*

# Program Service Code

**Characteristic System Name**

ProgramServiceCode

**Definition**

The IEP-designated program(s) in which the student is participating. This is not to be confused with the student's type of disability. The student's program assignment is not required to match his/her impairment. (i.e., a student does **not** have to be diagnosed as early childhood developmentally delayed to participate in an early childhood special education program.)

**Use**

This characteristic reports services used in calculating a student's special education FTE and must have a value for a district to receive state special education reimbursement.
**NOTE: The primary program must be reported first. The first reported program becomes the program assignment for State Aid membership.**

**Citation**

Michigan Administrative Rules for Special Education R340.1740-R340.1758; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1418

**SRSD Reference**

Field 42: Program Service Code

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 110 | Programs for Mild Cognitive Impairment | MARSE R340.1740 |
| 120 | Programs for Moderate Cognitive Impairment | MARSE R340.1739 |
| 130 | Programs for Severe Cognitive Impairment | MARSE R340.1738 |
| 140 | Programs for Emotional Impairment | MARSE R340.1741 |
| 150 | Programs for Specific Learning Disabilities | MARSE R340.1747 |
| 160 | Programs for Hearing Impairment | MARSE R340.1742 |
| 170 | Programs for Visual Impairment | MARSE R340.1743 |
| 180 | Programs for Physical or Other Health Impairment | MARSE R340.1744 |
| 190 | Programs for Severe Multiple Impairments | MARSE R340.1748 |
| 191 | Early Childhood Special Education (Classroom) Program | MARSE R340.1754 |
| 192 | Programs for Severe Language Impairment | MARSE R340.1756 |
| 193 | Programs for Autism Spectrum Disorder | MARSE R340.1758 |
| 194 | Elementary or Secondary-Level Resource Program | MARSE R340.1749(a)(b) |
| 270 | Early Childhood Special Education Services | MARSE R340.1755 |

**Instructions**

- Choose/enter the code that represents special education program being reported.
- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.
- At least one valid code must be reported in this characteristic when the Special Education component is submitted. Up to three occurrences may be reported when the student participates in multiple programs. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than three occurrences.]
- Report the primary program code first, followed by any additional program codes in which the student is participating. (Online entry: click on the star to identify the primary program code)

**The identified primary program becomes the program assignment for State Aid membership.**

- At least one occurrence of this characteristic must be reported when the student record identifies the student as participating in special education programs (a code is submitted in the characteristic Primary Disability) (~~code "8000" in Program Eligibility Participation in the Entity Demographics component~~) and value of the special education FTE reported is greater than zero (Section 52 FTE or Section 53 FTE > 0.00 in the General Ed FTE) are reported. An error will be generated if no valid code is submitted.
- At least one occurrence of this code must be reported in this characteristic when the student record identifies the student a resident of a Section 24 juvenile detention facility (code "09" in the Student Residency characteristic within the Entity Demographics component) and Section 52 FTE contains a value greater than zero are reported. An error will be generated if no valid code is submitted.
- An error will occur if codes "191" or "270" are reported in this characteristic, and the student is 8 years of age or older on the Date of Count (or system date if Date of Count is not reported in the Entity Demographics component), and the student is not being exited from special education (a valid code is reported in the Special Education Exit Reason within the Special Education component OR the District Exit Status characteristic in the Entity Demographics component does not contain "19").

- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Be careful not to enter the type of disability rather than the IEP-designated program for the student. A student does not have to have an impairment that matches the program assignment.*

# Primary Educational Setting

**Characteristic System Name**

PrimaryEducationalSetting

**Definition**

The location or facility type where the student participates in special education programs or services. Codes are categorized by student age.

**Use**

Primary Educational Setting is utilized to report on the least restrictive environment (LRE) settings for children and youth participating in special education. Time spent in a primary educational setting is not related to special education membership (Section 52 FTE or Section 53 FTE in the General Ed FTE).

**Citation**

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418).

**SRSD Reference**

Field 44: Primary Educational Setting

**Specification**

List of values (choose from list)

**Preferred codes for children from birth through 2 years of age as of the third Wednesday in November of the current school year.**

| Code | Text | Description |
|---|---|---|
| 31 | Home (birth-2 years of age) | Early intervention services are provided in the principal residence of the child's family or caregiver(s). |
| 38 | Other Setting | Early intervention services are provided primarily in a setting that is not home or community-based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities. |
| 41 | Community-Based Setting | Early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to child-care centers (including family day-care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants and community centers (e.g., YMCA, Boys and Girls Clubs). |

**Preferred codes for children ages 3 through 5 years as of the third Wednesday in November of the current school year.**

**Early Childhood Program (ages 3-5).** Children who participate fully or part-time in early childhood educational programs (including kindergarten) designed primarily for children without disabilities. Children may attend part of their program day in special education programs and services. Early childhood programs include:

- Regular kindergarten classes;
- Public school preschool/pre-kindergarten programs designed primarily for children without disabilities (i.e., Head Start, Michigan School Readiness Programs, Title I preschool programs, community education preschool programs);
- Private preschool programs designed primarily for children without disabilities (i.e., Head Start, Michigan School Readiness Programs, programs offered by private and faith-based providers);
- Programs offered in child-care facilities, including both centers and family child-care and group family child-care homes.

| Code | Text | Description |
|---|---|---|
| 18 | Early Childhood Program for Typically Developing Peers 80 Percent or More of Program Week | The child is enrolled in an early childhood program and spends part of his/her program week receiving special education and related services outside of an early childhood program. For example: If the child attends a regular early childhood program six (6) hours a week and receives one (1) additional hour of special education and related services at home, with an additional half hour of special education and related services at a service provider location, report the child in the regular early childhood program at least 80 percent of the time (6 ÷ 7.5 = 0.8 x 100 = 80%). |
| 19 | Early Childhood Program for Typically Developing Peers Between 40 Percent and 79 Percent of Program Week | The child spends less than 80 percent but at least 40 percent of his/her program week inside of an early childhood program, and spends the other part of his/her program week receiving special education and related services outside of an early childhood program. For example: If a child attends a regular early childhood program for six (6) hours a week, and is pulled out of that environment for two (2) hours each week to receive speech instruction, time in the regular early childhood program is between 40 percent and 79 percent (4 ÷ 6 = 0.67 x 100 = 67%). |

| Code | Text | Description |
|---|---|---|
| 20 | Early Childhood Program for Typically Developing Peers Less Than 40 Percent of Program Week | The child spends less than 40 percent of his/her program week inside of an early childhood program, and spends the remainder of his/her program week receiving special education and related services outside of an early childhood program. For example: If a child attends a regular early childhood program for eight (8) hours a week, and is pulled out of that environment for six (6) hours each week to receive special education and related services, report the child in the regular early childhood program less than 40 percent of his/her program week (2 ÷ 8 = 0.25 x 100 = 25%). |
| 22 | Early Childhood Special Education Program | The student receives his/her special education and related services in an educational program designed primarily for children with disabilities housed in regular school buildings or other community based settings. The student does not participate in early childhood education programs designed primarily for non-disabled students. A special education program includes, but is not limited to, special education and related services provided in:<br>• Special education classrooms in regular school buildings;<br>• Special education classrooms in child-care facilities, hospital facilities on an outpatient basis, or other community-based settings; or<br>• Special education classrooms in trailers or portables outside regular school buildings.<br>Do not include children who also attended a regular early childhood program. |
| 23 | Home (ages 3-5 years) | The student receives his/her special education and related services in the principal residence of the child's families or caregivers. |
| 25 | Residential Facility | The student receives his/her special education and related services in a publicly or privately operated residential school or residential medical facility on an inpatient basis. Do not include children who also attended a regular early childhood program. |

| Code | Text | Description |
|---|---|---|
| 26 | Separate School | The student receives his/her special education and related services in an educational program located in a public or private day school designed specifically for children with disabilities. Do not include children who also attended a regular early childhood program. |
| 27 | Service Provider Location | The student receives his/her special education and related services from service providers, and does not attend early childhood programs or special education programs provided in separate classes, separate schools or residential facilities. For example, a child receiving speech instruction provided in:<br>• private clinician's office;<br>• clinician's office located in school buildings;<br>• hospital facilities on an outpatient basis; and<br>• libraries or other public locations.<br>Do not include children who also received special education programs/services at home. Children who received special education programs/services both in service provider locations and at home should be reported in the home category. |

**Codes for children at least 6 years of age as of the third Wednesday in November, but less than 26 years of age as of September 1 of the current school year.**

| Code | Text | Description |
|---|---|---|
| **For codes 02, 03, 05, 06, and 07 placement is outside the general education building:** | | |
| 02 | Public or Private Special Education School Building at Public Expense | The student receives his/her special education and related services at least 50 percent of the time at a public or private school building in which ONLY students with disabilities receiving special education programs/services are educated. This includes:<br>• Attendance in public or private day schools for students with disabilities receiving special education programs/services; or<br>• Attendance in public or private day schools for students with disabilities receiving special education programs/services for a portion of the school day (at least 50 percent) and in regular school buildings for the remainder of the school day. |

| Code | Text | Description |
|---|---|---|
| 03 | Public or Private Residential Facility at Public Expense | The student lives in public or private residential facilities during the school week. **The student receives his/her special education and related services at the residential facilities.** This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. **Do not use this code if:**<br>• The student is educated off grounds from the residential facility. Use the appropriate code from this list.<br>• The student is educated at the residential facility but lives off grounds. Use code 02, "Public or Private Special Education School Building". |
| 05 | Correctional Facility | The student receives special education programs or services in a correctional facility. Including:<br>• Juvenile detention facilities (community-based, community jail or residential), or<br>• Correctional facilities. |
| 06 | Homebound/ Hospitalized | The student receives special education and related services at home or in hospital facilities because of illness. (NOTE: Use code "23" if the child is a preschool student receiving special education services at home.) |
| 07 | Parentally Placed in Private School or Home school at Private/Parent Expense | The student is enrolled by his/her parents or guardian in a regular parochial or other private school, whose basic education is paid for through private resources and who receives special education and related services at public expense from an LEA or ISD. Include children whose parents choose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA. |
| **For codes 11–13, placement is within the general education building:** | | |
| 11 | Inside the general education classroom 80 percent or more of the school day. | The student remains in the general education setting for greater than or equal to 80 percent of the school day. |

| Code | Text | Description |
|---|---|---|
| 12 | Inside the general education classroom between 40 percent and 79 percent of the school day. | The student remains in the general education setting for less than 80 percent of the school day and greater than or equal to 40 percent of the school day. |
| 13 | Inside the general education classroom less than 40 percent of the school day. | The student remains in the general education setting for less than 40 percent of the school day. |

**Instructions**

- Choose/enter the code that best represents the primary setting in which the student participates in special education programs or services.
- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.
- When reported as part of the Special Education Child Count Collection (3WiN), this characteristic is required. ~~must be reported when the student record identifies the student as participating in special education programs/services (code "8000" in Program Eligibility Participation in the Entity Demographics component) and Primary Disability is reported.~~ An error will be generated if no valid code is submitted.
- An error will occur when this characteristic is submitted and Primary Disability is not reported.
- An error will occur when this characteristic is submitted and the student record does not identify the student as participating in special education programs/services (does not contain a code in Primary Disability ~~"8000" in Program Eligibility Participation in the Entity Demographics component~~).
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.
- Warnings are generated if this characteristic is submitted with:
    - code "31", "38", or "41" and the student is not 2 years of age or younger as of the third Wednesday in November ~~December 1~~ of the current school year; or

- code "18", "19", "20", "23", "25", "26", or "27" and the student is not 3, 4, or 5 years of age as of the third Wednesday in November ~~December 1~~ of the current school year; or

- code "02", "03", "05", "06", "07", "11", "12" , or "13" and the student is not at least 6 years of age as of the third Wednesday in November ~~December 1~~, but less than 26 years of age as of September 1 of the current school year.

- For calculation purposes, time spent within the general education classroom also includes general/special education team-teaching arrangements, or time in which special education staff comes into the general education classroom to provide services. The time may be different from the time reflected in special education membership (Section 52 FTE or Section 53 FTE in the General Ed FTE).

- ~~When the submitting data to MSDS after the December 1 Submission of Special Education Data for Students with Disabilities [through the Michigan Compliance Information System (MI-CIS)] submission window has closed and:~~

  - ~~The student **was reported** in the December 1 Submission of Special Education Data for Students with Disabilities, the code reported should be consistent (the same) with what was reported in the December 1 Submission of Special Education Data for Students with Disabilities of the current year.~~

  - ~~The student was **not reported** in the December 1 Submission of Special Education Data for Students with Disabilities of the current school year, report the student's current primary educational setting.~~

- **Guidance for students from birth through 2 years of age, as of the third Wednesday in November ~~December 1~~ of the current school year.**

  - If early intervention services are only delivered to family members (i.e., no services are delivered to the child), report the child in the "other" setting category (code 38).

  - If all of the services a child receives were delivered in the same setting then that setting is the primary setting. For example: if the child will receive one (1) hour of physical therapy services in his/her home each week and that is the only early intervention service the child receives as of the current child count date, then the home is the primary setting.

  - If a child receives services in more than one setting, report the child in the setting in which he or she receives the most hours of early intervention services. For example: a toddler who receives one (1) hour of service a month in the home and four (4) hours of service a month in a preschool should be reported in the category 41: "Community-Based Setting."

- If the amount of time a child spends is the same for two or more settings (e.g., the child receives an equal number of hours of service in two or more settings and the child does not receive a higher number of hours of early intervention service in a different setting), report the primary setting based on the following decision rules:

  - If the child receives an equal number of hours of service in the home and one or more other settings, report the child in the home setting.

  - If the child receives an equal number of hours of service in a community-based setting and one or more other settings (other than in the home setting), report the child in the community-based setting.

**State Of Michigan Contact**

Questions about children **birth through 2 years of age**, should be directed to:

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Vanessa Winborne
517-335-4865
WinborneV@michigan.gov

Questions about children **3 through 5 years of age**, should be directed to:

**Michigan Department of Education**
**Office of Early Childhood Education and Family Services**
517-373-8483.

Questions about students **6 to 26 years of age** should be directed to:

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*When a student receives special education programs or services in multiple settings, report the setting in which the student spends the most time. Remember, time spent in a primary educational setting is not related to special education membership (Section 52 FTE or Section 53 FTE reported in the Special Education component and in the General Ed FTE reported in the General Education FTE).*

# Special Education Exit Reason

**Characteristic System Name**

SpecEdExitReason

**Definition**

The reason the student is no longer participating in special education programs or services.

**Use**

These data are used for tracking and for NCLB and IDEA reporting.

**Citation**

School Aid Act, MCL 388.1619; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 618)

**SRSD Reference**

Field 45: Special Education Exit/Completion Reason

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 30 | IEP team determined student is no longer eligible for special education programs or services | The student is exited from special education programs or services after evaluation by the IEP team concludes that s/he has met all of the goals of the IEP, or no longer meets the criteria to be eligible for special education programs or services. |
| 31 | Parent revoked consent for student to receive special education programs or services | The student is exited from special education programs or services because his/her parent or guardian revokes his/her consent for the student to participate in special education programs or services. |

**Instructions**

- Choose/enter the code that represents exit reason being reported.
- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.
- This characteristic may not be submitted more than once within the Special Education component.

- An error will occur when this characteristic is submitted and the student record does not identify the student as participating in special education programs/services (does not contain a code in Primary Disability ~~"8000" in Program Eligibility Participation in the Entity Demographics component~~).

- When this characteristic is reported, a valid date must also be reported in the Special Education Exit Date characteristic.

- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Students who exit the district (District Exit Status does not contain code "19" in the Entity Demographics component) may or may not have data submitted in the Special Education Exit Reason characteristic.*

# Special Education Exit Date

**Characteristic System Name**

SpecEdExitDate

**Definition**

The month, day, and year of the first day after the date a student last participated in special education programs or services because of the reason reported in Special Education Exit Reason.

**Use**

These data are used for tracking and for NCLB and IDEA reporting.

**Citation**

School Aid Act, MCL 388.1619; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418; Perkins IV (P.L. 109-270)

**SRSD Reference**

Field 46: Special Education Date Exited or Completed

**Specification**

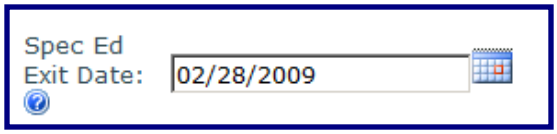
Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<SpecEdExitReason>**2009-02-28**</SpecEdExitReason>

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.




- Entering anything other than a date in this characteristic will result in the file-level error and the file will be rejected on upload.
- The date reported in this characteristic must be the equal to of after the District Enrollment Date for the submitted operating district. (Special Education Exit Date => District Enrollment Date)

- When this characteristic is reported and the student is reported as exiting the district (District Exit Status does not contain code "19" in the Entity Demographics component), the date reported in Special Education Exit Date must be before or equal to the District Exit Date. (Special Education Exit Date <= District Exit Date)
- This characteristic is required when Special Education Exit Reason is reported.
- An error will be generated if this characteristic is reported and Special Education Exit Reason is not included in the Special Education component.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*Report the Special Education Exit Date when the student no longer participates in special education programs or services because of an IEP or parental decision (see Special Education Exit Reason).*

# Placed by Another District IEP

**Characteristic System Name**

PlacedByAnotherDistIEP

**Definition**

Indicate when the student, as stipulated in his/her current IEP, participates in a center program, a cooperative-agreement program designed specifically for special education students or a cross-district special education program. The program must serve both in-district and out-of-district students. (i.e., students placed in classrooms for those with mild cognitive impairments, or pre-school children participating in early childhood special education programs). The decision to place the out-of-district student in this program was determined by the student's resident district IEP team in cooperation with the operating district. This **does not apply** to students who moved into the district or who come into a school district by school-of-choice programs.

A program is a center program as defined in Section 6(1) of the State School Aid Act Sec. 6. (1) "Center program" means a program operated by a district or intermediate school district for special education pupils from several districts in programs for pupils with autism spectrum disorder, pupils with severe cognitive impairment, pupils with moderate cognitive impairment, pupils with severe multiple impairments, pupils with hearing impairment, pupils with visual impairment, and pupils with physical impairment or other health impairments. Programs for pupils with emotional impairments housed in buildings that do not serve regular education pupils also qualify. Unless otherwise approved by the department, a center program either shall serve all constituent districts within an intermediate school district or shall serve several districts with less than 50 percent of the pupils residing in the operating district. In addition, special education center program pupils placed part-time in non-center programs to comply with least restrictive environment provisions of section 612 or part B of the Individuals with Disabilities Education Act.

Or

A "Cooperative Agreement Program" involves a written voluntary agreement between and among districts to provide certain educational programs for pupils in certain groups of districts. The written agreement shall be approved by all affected districts at least annually and must specify the educational programs to be provided and the estimated number of pupils from each district who will participate in the educational programs. Ideally, the agreement should specify the program type, the class schedule for each district's pupils, the cost of participating in the program, and the means of transportation to the class. A pupil enrolled in a cooperative agreement program may be counted in membership in the pupil's district of residence with the written approval of all parties to the cooperative agreement.

**Use**

These data are used for NCLB and IDEA reporting.

**Citation**

Individuals with Disabilities Education Act (IDEA), 20 USC 1412(a)(5). IDEA Fed. Regs. §§ 300.115(a), (b)(1)(2) and 300.116(a) through (e)

**SRSD Reference**

Field 50: Placement in District by Another District IEP

**Specification**

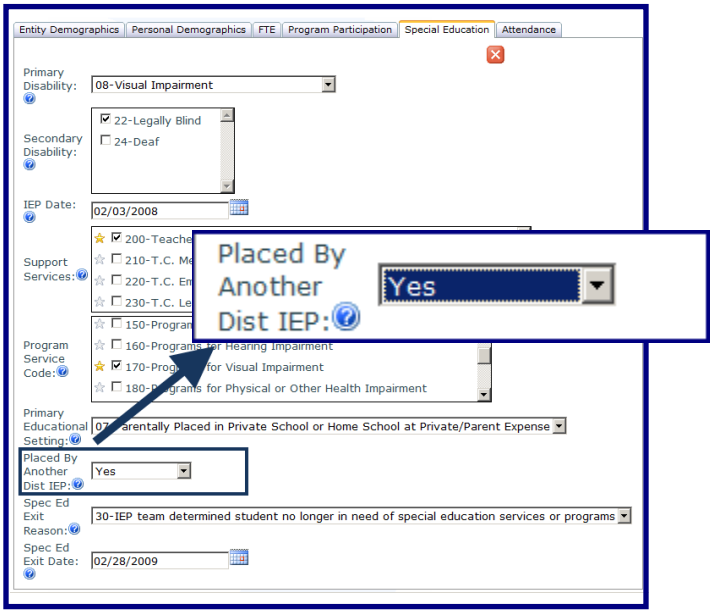
Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry)

**Instructions**

- Choose/enter the selection that represents the student's status for being placed in the special education program or service by an IEP from a district other than the reported Operating District.

The online Special Education component would look like the screenshots below.



The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
        <PrimaryDisability>08</PrimaryDisability>
        <SecondaryDisability>22</SecondaryDisability>
         <IEPDate>2008-02-03</IEPDate>
        <SupportServices>200</SupportServices>
        <ProgramServiceCode>170</ProgramServiceCode>
        <PrimaryEducationalSetting>07</PrimaryEducationalSetting>
        <PlacedByAnotherDistIEP>true</PlacedByAnotherDistIEP>
</SpecialEducation>
```

- This characteristic must not be reported when the Primary Disability characteristic is not included in the record.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Darren Warner
517-241-0786
WarnerD@michigan.gov

**Characteristic Tip**

*The placement of an out-of-district student was an IEP placement decision by the resident district in cooperation with the operating district. This field does not apply to students who moved into the district or who come into a school district by school-of-choice programs.*

# Section 52 FTE (Special Education)

**Characteristic System Name**

Section52FTE

**Definition**

The full-time equivalency (FTE) for which the student is eligible for special education programs or services provided only to students with disabilities who do not qualify for Section 53 membership. (See Section 53 FTE for more information)

For more detailed FTE information, please refer to the Michigan Pupil Accounting Manual and Section 6 of the State School Aid Act.

**Use**

MDE and CEPI use these data for state aid foundation payments, tracking and for federal and state reporting requirements.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1651a, 388.1652, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a

**SRSD Reference**

Field 40: FTE in Section 52 (Membership)

**Specification**

Decimal number data type with a fixed-length format: N.NN

- Minimum value: 0.00
- Maximum value: 1.00

**Instructions**

- Enter the full-time equivalency (FTE) for which the student is eligible for special education instructional and/or support services in grades K–12. Do not include adult education participants.
- If Section 53 FTE contains a value greater than zero (0.00) this characteristic cannot contain a value other than "0.00".
- The reported value must be equal to or greater than zero but no greater than 1.00 (Section 52 FTE = > 0.00 and = < 1.00). Do not submit a negative value.
- You may submit either tenths or hundredths, as long as you are consistent in the use of either one.
- The total value of submitted FTE for the student may not exceed 1.00 (General Education FTE + Section 52 FTE + Section 53 FTE < = 1.00).

- If the total value of submitted FTE for the student is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in the characteristic Resident LEA Number in the Personal Demographics component.
- When the reported in this characteristic is greater than zero (0.00), then:
  - The record must include the Special Education component.
  - You must not report code "20" (Adult Education) in the Grade Or Setting ~~"3310" in the Program Eligibility Participation~~ characteristic, AND the record must meet at least one of the following criteria:
    - ~~The Program Eligibility Participation characteristic must contain code "8000";~~
    - The Student Residency characteristic must contain code "09".
    - The Primary Disability characteristic must contain a valid code.
  - If you submit the Attendance component with this record, the Days Attended characteristic must contain a value greater than zero or the characteristic Ten 30 Day Rule must contain the code "Yes".
  - The student must be younger than twenty-six years of age (Student's age < 26) as of September 1 of the current school year.
  - If you submit the characteristic Special Education Exit Date, the exit date must be after the legislated count date.
  - ~~If you submit a value for the student in the characteristic District Exit Date, the reported date must be after the legislated count date (District Exit Date < count date, then Section 52 FTE = 0.00).~~
- The reported value in this characteristic must equal zero (0.00) in the following conditions:
  - If the reported school or facility closed prior to the legislated count date. (EEM closed date < count date, then Section 52 FTE = 0.00)
  - If the reported school or facility opened after the legislated count date. (EEM opened date > count date, then Section 52 FTE = 0.00)
  - If the code reported in District Exit Status is not "19".
  - ~~If the student's enrollment date is after the legislated count date. (Enrollment Date > count date, then Section 52 FTE = 0.00)~~
  - If the student is eight years of age or older (Student's age = > 8) on the legislated count date and the characteristic Grade Or Setting contains code "30".
- If you enter anything other than a decimal number, the system will generate a file-level error and reject the file upon upload.

- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form. The default value for online entry is "0.00".

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Dianne Easterling
517-335-0459
EasterlingD@michigan.gov

**Characteristic Tip**

*If you fail to submit FTE in the record of a student, you will receive no foundation payment for that student. You may submit FTE data in the Special Education FTE component as well as in the General Education FTE component.*

# Section 53 FTE (Special Education)

**Characteristic System Name**

Section53FTE

**Definition**

The full-time equivalency (FTE) for which the student is eligible for special education programs or services, provided only to students with disabilities who qualify for Section 53 membership.

Section 53 membership criteria:

(a) A pupil assigned to a district or intermediate school district through the community placement program of the court or state agency, if the pupil was a resident of another intermediate district at the time the pupil came under the jurisdiction of the court or a state agency.

(b) Pupils who are residents of institutions operated by the Department of Community Health.

(c) Pupils who are former residents of Department of Community Health institutions for the developmentally disabled and are placed in community settings other than the pupils' homes.

(d) Pupils enrolled in a Department-approved, on-grounds educational program longer than 180 days, but not longer than 233 days, at a residential child-care institution, if the child-care institution offered in 1991-92 is an on-grounds educational program longer than 180 days but not longer than 233 days.

(e) A pupil placed in a district by a parent for the purpose of seeking a suitable home, if the parent does not reside in the same intermediate district as the district in which the pupil is placed.

For more detailed FTE information, please refer to the Michigan Pupil Accounting Manual and Section 6 of the State School Aid Act.

**Use**

MDE and CEPI use these data for grant compliance, tracking and for federal and state reporting requirements.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1651a, 388.1652, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a

**SRSD Reference**

Field 41: FTE in Section 53 (Membership)

**Specification**

Decimal number data type with a fixed-length format: N.NN

- Minimum value: 0.00
- Maximum value: 1.00

**Instructions**

- Enter the full-time equivalency (FTE) for which the student is eligible for special education instructional and/or support services in grades K–12. Do not include adult education participants.
- If Section 52 FTE contains a value greater than zero (0.00) this characteristic cannot contain a value other than "0.00".
- If the total value of submitted FTE for the student is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in the characteristic Resident LEA Number in the Personal Demographics component.
- The reported value must be equal to or greater than zero but no greater than 1.00 (Section 53 FTE = > 0.00 and = < 1.00). Do not submit negative values.
- You may submit either tenths or hundredths, as long as you are consistent in the use of either one.
- The total value of submitted FTE for the student may not exceed 1.00 (General Education FTE + Section 52 FTE + Section 53 FTE < = 1.00).
- When the reported value in this characteristic is greater than zero (0.00), then:
  - The record must include a valid code in the Primary Disability characteristic in the Special Education component.
  - If you submit the Attendance component with this record, the Days Attended characteristic must contain a value greater than zero or the characteristic Ten 30 Day Rule must contain the code "Yes".
  - The student must be less than twenty-six years of age (Student's age < 26) as of September 1 of the current school year.
  - The code submitted in Grade Or Setting must not be "20" (Adult Education).
  - If you submit the characteristic Special Education Exit Date, the exit date must be after the legislated count date.
  - ~~If you submit the student with a value in the characteristic District Exit Date, the reported date must be after the legislated count date (District Exit Date < count date, then Section 53 FTE = 0.00).~~

- The reported value in this characteristic must equal zero (0.00) in the following conditions:
  - ~~If the Program Eligibility Participation characteristic does not contain the code "8000". (Program Eligibility Participation does not contain code "8000" then Section 53 FTE = 0.00)~~
  - If the characteristic Primary Disability is not reported.
  - If the reported school or facility closed prior to the legislated count date. (EEM closed date < count date, then Section 53 FTE = 0.00)
  - If the reported school or facility opened after the legislated count date. (EEM opened date > count date, then Section 53 FTE = 0.00)
  - If the code reported in District Exit Status is not "19".
  - ~~If the student's enrollment date is after the legislated count date. (Enrollment Date > count date, then Section 53 FTE = 0.00)~~
  - If the student is eight years of age or older (Student's age = > 8) on the legislated count date and the characteristic Grade Or Setting contains code "30".
- If you enter anything other than a decimal number, the system will generate a file-level error and reject the file upon upload.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form. The default value for online entry is "0.00".

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Special Education and Early Intervention Services**
Dianne Easterling
517-335-0459
EasterlingD@michigan.gov

**Characteristic Tip**

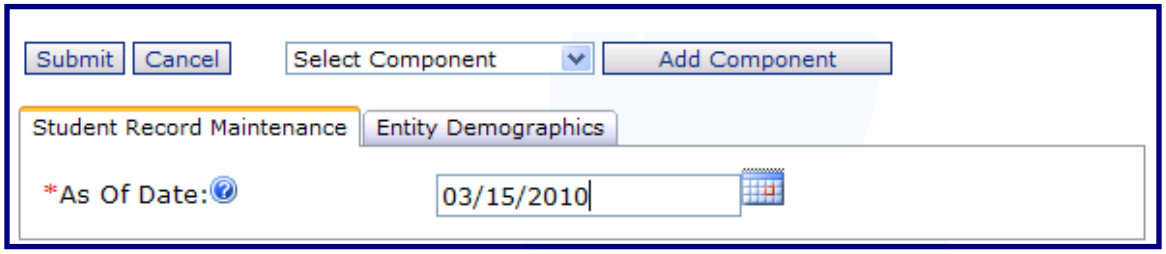
*If you fail to submit FTE in the record of a student, you will receive no foundation payment for that student. You may submit FTE data in the Special Education FTE component as well as in the General Education FTE component.*

# Student Record Maintenance (SRM) Component

The Student Record Maintenance component is used to identify in which time period the data reported in the student record is effective. This allows historical data for the student to be updated or for future changes (within the current school or program year) to be reported.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| As of Date | Date | 1 | Required | No | 1 |




**Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

**When Is This Component Required?**

This component must be submitted as part of the Early Childhood or Student Record Maintenance Collections, (including records submitted through SRM that include the Migrant Curriculum component).

**What Date Should Be Used For The "As of Date"?**

The "As of Date" submitted in a SRM record is similar to the "Date of Count" submitted in a General Collection record. In most cases, this date will be the date on which the change occurred. When submitting multiple changes, use the most recent date. ~~If you are updating data that was previously submitted incorrectly, you would use the same date that was submitted in the "Date of Count" or "As of Date" that was on the inaccurate record.~~ The "As of Date" must fall within the student's period of enrollment. Therefore, if you are reporting a student exit, the "As of Date" must be the same as the exit date. The date submitted must also be on or after the count date of the previous collection and prior to the count date of the next General Collection.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# As of Date

**Characteristic System Name**

AsOfDate

**Definition**

The month, day, and year that the data reported in the student record became or will become effective.

**Use**

These data are used to record the time period for which data are being reported.

**Citation**

These data are necessary for historical reference and longitudinal data analysis.

**SRSD Reference**

None

**Specification**

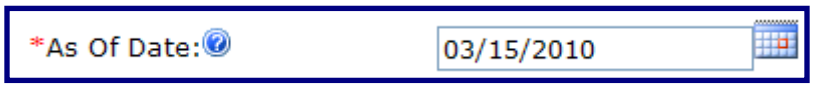
Date (only); CCYY-MM-DD

**Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

    <AsOfDate>**2010-03-15**</AsOfDate>

  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.




- Entering anything other than a date in this characteristic will result in the file-level error and the file will be rejected on upload.
- The date reported must be equal to or after the student's date of birth.
- This characteristic is required when the Student Record Maintenance component is submitted.
- The As of Date must fall within the student's period of enrollment. (Exit Date >= As of Date =< Enrollment Date)

- The As of Date must be on or after the count date of the last General Collection and before the count date of the next General Collection. (Previous count date = < As of Date < next count date)

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

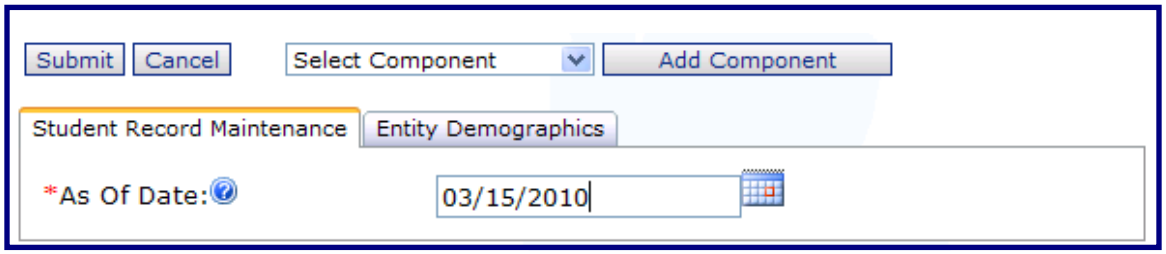
*The As of Date may be a past or future date, but must be within the period of enrollment for the student in the educating entity and within the current school year.*

# Submitting Entity Component

The Submitting Entity component is used to identify the entity that is responsible for the data being reported. If the data are submitted in a collection that requires certification, this is the entity that is responsible for the data certification.

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| Submitting Entity Type Code | List of Values | 1 | Required | No | 1 |
| Submitting Entity Code | Text | 2 | Required | No | 1 |




**Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

**When Is This Component Required?**

This component is required on all student records in every collection. The collection staging area to which the record belongs is identified by the submitting entity.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# Submitting Entity Type Code

**Characteristic System Name**

SubmittingEntityTypeCode

**Definition**

This code is used by the system to identify which type of entity code will be reported in the Submitting Entity Code characteristic.

**Use**

Entity codes in EEM are unique within type categories. This characteristic identifies which category the system uses for validation of the submitting entity and to confirm user entity permissions.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

None

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| A | Agreement Number | The agreement number (formerly referred to as the recipient code) is a nine-digit code assigned by MEGS and the Grants Coordination and School Support Office of the Michigan Department of Education. This code is used when the submitting entity does not have a five-digit entity code. |
| B | Building | The submitting entity is a five-digit code assigned to a school building or facility within a district. |
| D | District | The submitting entity is a five-digit code assigned to a district. |

**Instructions**

- Choose/enter the code that represents the entity type for the submitting entity.
- Errors will occur when anything other than one of the codes listed are submitted in this characteristic.
- This characteristic must be reported when the Submitting Entity component is submitted.

- If the Submitting Entity component is submitted through a General Collection (Fall, Spring or EOY) or the Special Education Child Count Collection (3WiN), this characteristic must contain code "D".
- If the Submitting Entity component is submitted through an Early Roster Collection, this characteristic must contain code "B" or "D".
- If the Submitting Entity component is submitted through a Request for UIC or Early Childhood Collection, this characteristic may contain any valid code.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*When the submitting entity has both an agreement number and a district code, report the district code with the record.*

# Submitting Entity Code

**Characteristic System Name**

SubmittingEntityCode

**Definition**

The state-assigned, five- or nine-digit code from EEM of the entity responsible for the certification (if applicable) of the collection. Generally this is the entity receiving funding. It may or may not be the entity that is directly providing education services to the student.

The Educational Entity Master can be found at: http://cepi.state.mi.us/eem.

**Use**

These data are used for tracking and reporting purposes.

**Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

**SRSD Reference**

None

**Specification**

Numeric Text (can have leading zeros); Format: NNNNN or NNNNNNNNN

- Minimum length: 5
- Maximum length: 9

**Instructions**

- Enter the five-digit or nine-character EEM code that represents the entity responsible for the data being reported.
- The code must be a valid code in EEM. If the code submitted in Submitting Entity Type Code is:
  - "A", then the code reported in this characteristic must be a valid agreement number (nine-character).
  - "B", then the code reported in this characteristic must be a valid building-level code (five-digit).
  - "D", then the code reported in this characteristic must be a valid district-level code (five-digit; LEA, PSA, ISD or Non-Public district)
- This characteristic is required when the Submitting Entity component is submitted.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*When the submitting entity has both an agreement number and a district code, report the district code with the record.*

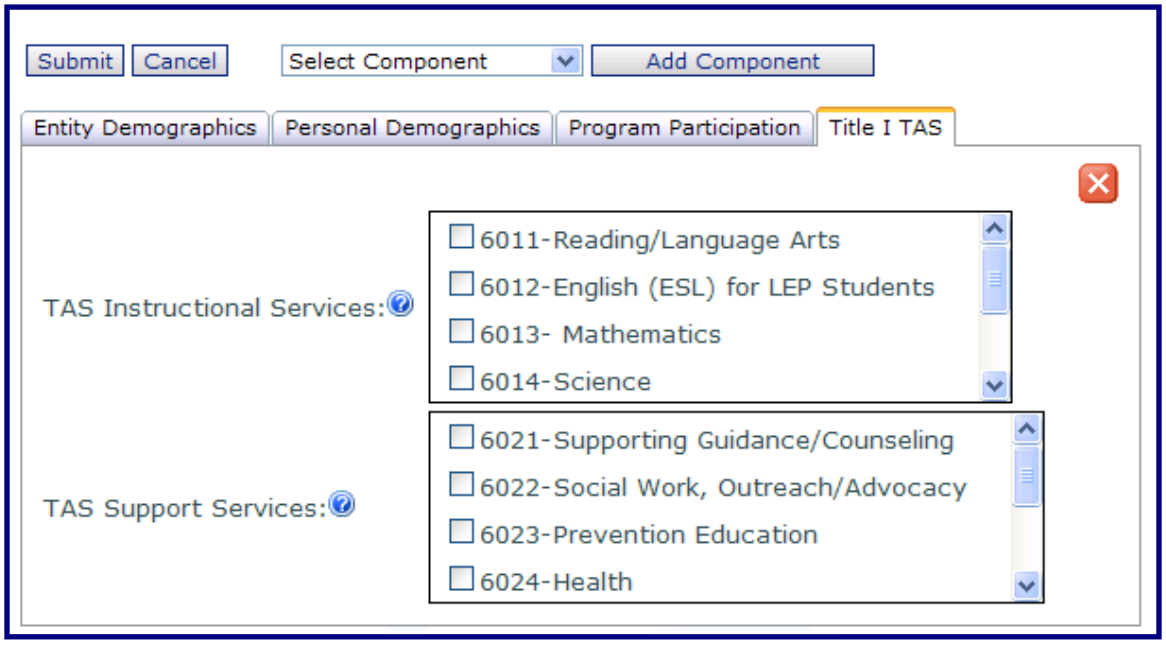
# Title I TAS Component

The Title I TAS component is used to collect data for students who participate in one or more instructional service(s) provided in whole or in part with Title I funds as part of a Targeted Assistance Schools program. NOTE: Student participation in Title I Schoolwide programs (SWP) are collected via the Michigan Electronic Grants System (MEGS) ~~School Infrastructure Database (SID).~~

**Characteristic Table**

| Name | Data Type | Sequence | System Expectation | Multi-valued | Max. Occurrences |
|---|---|---|---|---|---|
| TAS Instructional Services | List of Values | 1 | Conditional | Yes | Unbounded (1 per code)* |
| TAS Support Services | List of Values | 2 | Conditional | Yes | Unbounded (1 per code)* |

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.



## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

## When Is This Component Required?

This component is required for a student who receives instructional or support services provided in whole or in part with Title I funds as part of a Targeted Assistance School program. This component may be submitted though a General (Fall, Spring or EOY) or Student Record Maintenance Collection.

## Program Participation Dependency

The Title I TAS component is conditionally dependent upon the Program Participation component. It is required when the submitted record includes the Title I TAS program code "6010" in the Program Eligibility Participation characteristic. A record-level error will be generated if the Title I TAS component is missing.

The Title I TAS component may not be submitted when the Program Eligibility Participation characteristic does not contain code "6010". The Program Eligibility Participation characteristic must be reported with code "6010" when this component is reported. Record-level errors will be generated if this dependency is not met.

# Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

# TAS Instructional Services

**Characteristic System Name**

TASInstructionalServices

**Definition**

The Title I instructional service(s) received by the student in a Targeted Assistance Schools program. Include only those instructional services provided in whole or in part with Title I funds. Schoolwide programs (SWP) are collected via the School Infrastructure Database (SID).

**Use**

These data are used for NCLB Title I reporting.

**Citation**

NCLB, 20 USC 6315

**SRSD Reference**

Field 91: TAS Instructional Services

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 6011 | Reading/Language Arts | Supplemental instruction provided to the student in reading or language arts and funded by Title I. |
| 6012 | English (ESL) for LEP Students | Supplemental instruction provided to an English-language learner (ESL, LEP) to improve his/her English-language skills and funded by Title I. |
| 6013 | Mathematics | Supplemental instruction provided to the student in mathematics and funded by Title I. |
| 6014 | Science | Supplemental instruction provided to the student in science and funded by Title I. |
| 6015 | Social Studies | Supplemental instruction provided to the student in social studies and funded by Title I. |
| 6016 | Vocational/Career | Supplemental instruction provided to the student in vocational or career development and funded by Title I. |
| 6017 | Other | Supplemental instruction provided to the student in an academic area not covered by another category and funded by Title I. |

**Instructions**

- Choose/enter the code that represents the instructional program in which the student participates or participated.

- Errors will occur when anything other than one of the codes listed is submitted in this characteristic.
- This characteristic must be reported when the Title I TAS component is submitted and at least one occurrence of the characteristic TAS Support Services is not included.
- If the Title I TAS component is submitted and at least one occurrence of this characteristic is not included, a warning will occur.
- This characteristic may be submitted up to seven times (one per code) within the Title I TAS component when the student receives multiple services. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than seven.]
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, except when part of a required collection.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services**
Jane Jacobs
517-373-4004
JacobsJ@michigan.gov

# TAS Support Services

**Characteristic System Name**

TASSupportServices

**Definition**

The Title I support service(s) received by the student in a Targeted Assistance Schools program. Include only those support services provided in whole or in part with Title I funds. Schoolwide programs (SWP) are collected via the School Infrastructure Database (SID).

**Use**

These data are used for NCLB Title I reporting.

**Citation**

NCLB, 20 USC 6315

**SRSD Reference**

Field 92: TAS Support Services

**Specification**

List of values (choose from list)

| Code | Text | Description |
|---|---|---|
| 6021 | Supporting Guidance/Counseling | A certified school counselor providing additional supplementary guidance and counseling to eligible students. |
| 6022 | Social Work, Outreach/Advocacy | A certified school social worker hired to provide one-on-one or small group supplementary support. |
| 6023 | Prevention Education | A supplementary support program approved in the Consolidated Application. |
| 6024 | Health | A school nurse hired to provide supplemental health services; does not include immunization, medication, or health checks. |
| 6025 | Dental | Only as all other resources are exhausted . |
| 6026 | Eye Care | Only as all other resources are exhausted. |
| 6027 | Pupil Transportation | Only for Title I program and services. |
| 6028 | Other | TAS service that does not fall within one of the other categories. |

**Instructions**

- Choose/enter the code that represents the support service the student receives.
- Errors will occur when anything other than one of the codes listed are submitted in this characteristic.
- This characteristic must be reported when the Title I TAS component is submitted and at least one occurrence of the characteristic TAS Instructional Services is not included.
- If the Title I TAS component is submitted and at least one occurrence of this characteristic is not included, a warning will occur.
- This characteristic may be submitted up to eight times (one per code) within the Title I TAS component when the student receives multiple services. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than eight.]
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, except when it is part of a required collection.

**State Of Michigan Contact**

**Michigan Department of Education**
**Office of Field Services**
Jane Jacobs
517-373-4004
JacobsJ@michigan.gov

# Appendix

# Appendix A: U.S. Postal Service Abbreviations

The following U.S. Postal Service abbreviations are from the United States Postal Service (http://www.usps.com/ncsc/lookups/usps_abbreviations.htm).

| **Street Suffixes**<br>Addressing to an AVE (Avenue), BYU (Bayou), BLVD (Boulevard) or other type of RD (Road) | | | | | |
|---|---|---|---|---|---|
| **Word** | **Abbreviation** | **Word** | **Abbreviation** | **Word** | **Abbreviation** |
| Alley | ALY | Causeway | CSWY | Estates | EST |
| Annex | ANX | Center | CTR | Expressway | EXPY |
| Arcade | ARC | Circle | CIR | Extension | EXT |
| Avenue | AVE | Cliffs | CLFS | Fall | FALL |
| Bayou | BYU | Club | CLB | Falls | FLS |
| Beach | BCH | Corner | COR | Ferry | FRY |
| Bend | BND | Corners | CORS | Field | FLD |
| Bluff | BLF | Course | CRSE | Fields | FLDS |
| Bottom | BTM | Court | CT | Flats | FLTS |
| Boulevard | BLVD | Courts | CTS | Ford | FRD |
| Branch | BR | Cove | CV | Forest | FRST |
| Bridge | BRG | Creek | CRK | Forge | FRG |
| Brook | BRK | Crescent | CRES | Fork | FRK |
| Burg | BG | Crossing | XING | Forks | FRKS |
| Bypass | BYP | Dale | DL | Fort | FT |
| Camp | CP | Dam | DM | Freeway | FWY |
| Canyon | CYN | Divide | DV | Gardens | GDNS |
| Cape | CPE | Drive | DR | Gateway | GTWY |
| Glen | GLN | Mills | MLS | Shoals | SHLS |
| Green | GRN | Mission | MSN | Shore | SHR |
| Grove | GRV | Mount | MT | Shores | SHRS |
| Harbor | HBR | Mountain | MTN | Spring | SPG |
| Haven | HVN | Neck | NCK | Springs | SPGS |
| Heights | HTS | Orchard | ORCH | Spur | SPUR |
| Highway | HWY | Oval | OVAL | Square | SQ |
| Hill | HL | Park | PARK | Station | STA |
| Hills | HLS | Parkway | PKWY | Stravenue | STRA |
| Hollow | HOLW | Pass | PASS | Stream | STRM |
| Inlet | INLT | Path | PATH | Street | ST |
| Island | IS | Pike | PIKE | Summit | SMT |
| Islands | ISS | Pines | PNES | Terrace | TER |
| Isle | ISLE | Place | PL | Trace | TRCE |
| Junction | JCT | Plain | PLN | Track | TRAK |
| Key | KY | Plains | PLNS | Traffic way | TRFY |
| Knolls | KNLS | Plaza | PLZ | Trail | TRL |
| Lake | LK | Point | PT | Trailer | TRLR |

**Street Suffixes**

Addressing to an AVE (Avenue), BYU (Bayou), BLVD (Boulevard) or other type of RD (Road)

| Word | Abbreviation | Word | Abbreviation | Word | Abbreviation |
|---|---|---|---|---|---|
| Lakes | LKS | Port | PRT | Tunnel | TUNL |
| Landing | LNDG | Prairie | PR | Turnpike | TPKE |
| Lane | LN | Radial | RADL | Union | UN |
| Light | LGT | Ranch | RNCH | Valley | VLY |
| Loaf | LF | Rapids | RPDS | Viaduct | VIA |
| Locks | LCKS | Rest | RST | View | VW |
| Lodge | LDG | Ridge | RDG | Village | VLG |
| Loop | LOOP | River | RIV | Ville | VL |
| Mall | MALL | Road | RD | Vista | VIS |
| Manor | MNR | Row | ROW | Walk | WALK |
| Meadows | MDWS | Run | RUN | Way | WAY |
| Mill | ML | Shoal | SHL | Wells | WLS |

**Secondary Unit Designator**

Indicates the type of residential or commercial unit mail is sent to, such as APT (apartment), STE (suite) or TRLR (trailer).

| Secondary Unit Designator | Approved Abbreviation |
|---|---|
| APARTMENT | APT |
| BASEMENT | BSMT * |
| BUILDING | BLDG |
| DEPARTMENT | DEPT |
| FLOOR | FL |
| FRONT | FRNT * |
| HANGAR | HNGR |
| LOBBY | LBBY * |
| LOT | LOT |
| LOWER | LOWR * |
| OFFICE | OFC * |
| PENTHOUSE | PH * |
| PIER | PIER |
| REAR | REAR * |
| ROOM | RM |
| SIDE | SIDE * |
| SLIP | SLIP |
| SPACE | SPC |
| STOP | STOP |
| SUITE | STE |
| TRAILER | TRLR |
| UNIT | UNIT |
| UPPER | UPPR * |

* Does not require secondary range number to follow

## State Abbreviations: Includes United States and other countries (not Canada)

| Full Name | Abbreviation |
|---|---|
| ALABAMA | AL |
| ALASKA | AK |
| AMERICAN SAMOA | AS |
| ARIZONA | AZ |
| ARKANSAS | AR |
| CALIFORNIA | CA |
| COLORADO | CO |
| CONNECTICUT | CT |
| DELAWARE | DE |
| DISTRICT OF COLUMBIA | DC |
| FEDERATED STATES OF MICRONESIA | FM |
| FLORIDA | FL |
| GEORGIA | GA |
| GUAM | GU |
| HAWAII | HI |
| IDAHO | ID |
| ILLINOIS | IL |
| INDIANA | IN |
| IOWA | IA |
| KANSAS | KS |
| KENTUCKY | KY |
| LOUISIANA | LA |
| MAINE | ME |
| MARSHALL ISLANDS | MH |
| MARYLAND | MD |
| MASSACHUSETTS | MA |
| MICHIGAN | MI |
| MINNESOTA | MN |
| MISSISSIPPI | MS |
| MISSOURI | MO |
| MONTANA | MT |
| NEBRASKA | NE |
| NEVADA | NV |
| NEW HAMPSHIRE | NH |
| NEW JERSEY | NJ |
| NEW MEXICO | NM |
| NEW YORK | NY |
| NORTH CAROLINA | NC |
| NORTH DAKOTA | ND |
| NORTHERN MARIANA ISLANDS | MP |
| OHIO | OH |
| OKLAHOMA | OK |
| OREGON | OR |
| PALAU | PW |
| PENNSYLVANIA | PA |
| PUERTO RICO | PR |
| RHODE ISLAND | RI |
| SOUTH CAROLINA | SC |
| SOUTH DAKOTA | SD |
| TENNESSEE | TN |
| TEXAS | TX |
| UTAH | UT |
| VERMONT | VT |
| VIRGIN ISLANDS | VI |
| VIRGINIA | VA |
| WASHINGTON | WA |
| WEST VIRGINIA | WV |
| WISCONSIN | WI |
| WYOMING | WY |
| **Full Name** | **Abbreviation** |

## Military "State" Abbreviations

| Full Name | Abbreviation |
|---|---|
| Armed Forces Africa | AE |
| Armed Forces Americas (except Canada) | AA |
| Armed Forces Canada | AE |
| Armed Forces Europe | AE |
| Armed Forces Middle East | AE |
| Armed Forces Pacific | AP |

## Canadian Province Abbreviations

| Full Name | Abbreviation |
|---|---|
| Alberta | AB |
| British Columbia | BC |
| Manitoba | MB |
| New Brunswick | NB |
| Newfoundland and Labrador | NL |
| Nova Scotia | NS |
| Northwest Territories | NT |
| Nunavut | NU |
| Ontario | ON |
| Prince Edward Island | PE |
| Quebec | QC |
| Saskatchewan | SK |
| Yukon | YT |

# Appendix B: Michigan County Codes

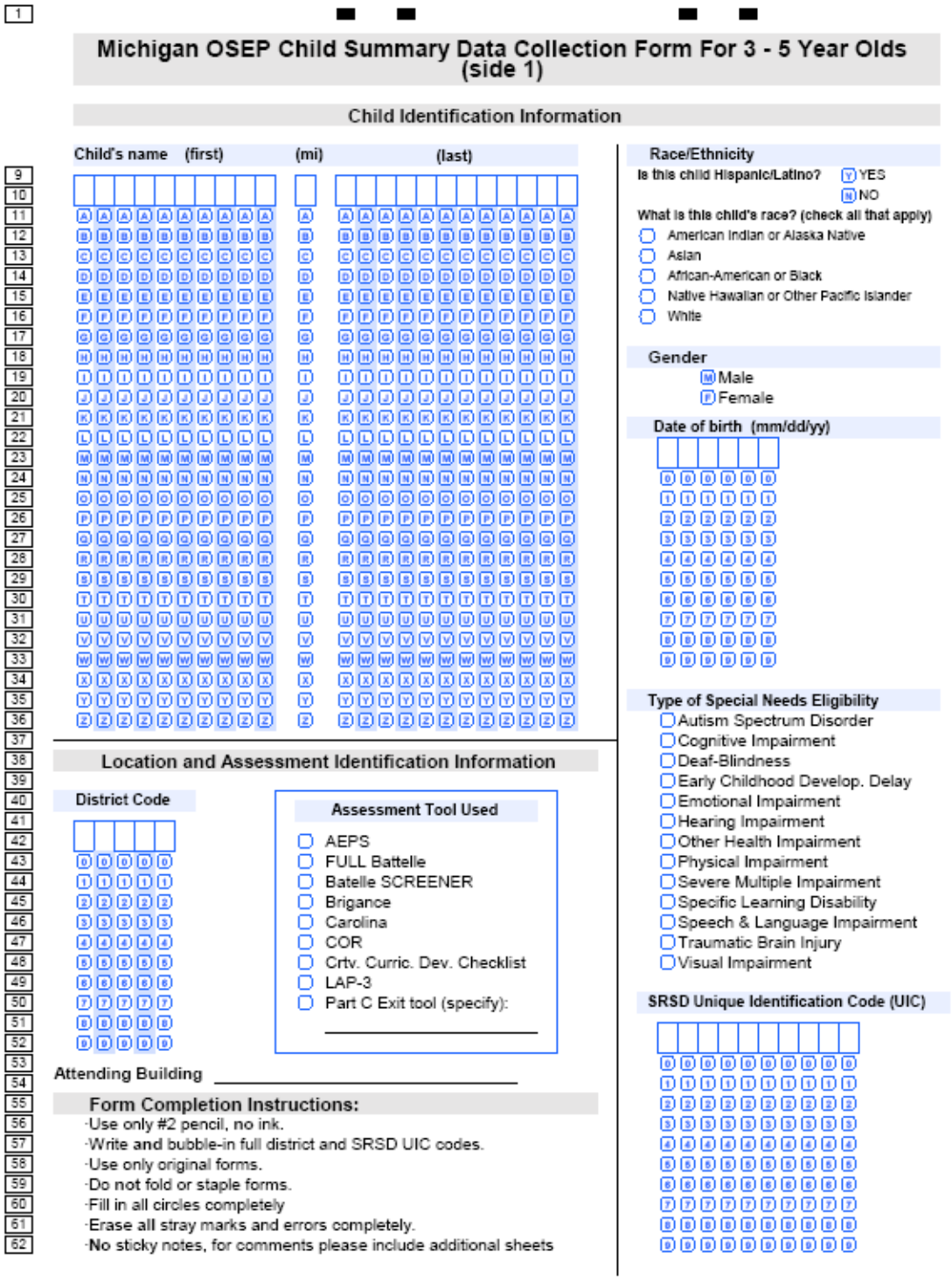
The following county codes have been assigned by the state of Michigan.

| Code | County |
|---|---|
| 01 | Alcona |
| 02 | Alger |
| 03 | Allegan |
| 04 | Alpena |
| 05 | Antrim |
| 06 | Arenac |
| 07 | Baraga |
| 08 | Barry |
| 09 | Bay |
| 10 | Benzie |
| 11 | Berrien |
| 12 | Branch |
| 13 | Calhoun |
| 14 | Cass |
| 15 | Charlevoix |
| 16 | Cheboygan |
| 17 | Chippewa |
| 18 | Clare |
| 19 | Clinton |
| 20 | Crawford |
| 21 | Delta |
| 22 | Dickinson |
| 23 | Eaton |
| 24 | Emmet |
| 25 | Genesee |
| 26 | Gladwin |
| 27 | Gogebic |
| 28 | Grand Traverse |
| 29 | Gratiot |
| 30 | Hillsdale |
| 31 | Houghton |
| 32 | Huron |
| 33 | Ingham |
| 34 | Ionia |

| Code | County |
|---|---|
| 35 | Iosco |
| 36 | Iron |
| 37 | Isabella |
| 38 | Jackson |
| 39 | Kalamazoo |
| 40 | Kalkaska |
| 41 | Kent |
| 42 | Keweenaw |
| 43 | Lake |
| 44 | Lapeer |
| 45 | Leelanau |
| 46 | Lenawee |
| 47 | Livingston |
| 48 | Luce |
| 49 | Mackinac |
| 50 | Macomb |
| 51 | Manistee |
| 52 | Marquette |
| 53 | Mason |
| 54 | Mecosta |
| 55 | Menominee |
| 56 | Midland |
| 57 | Missaukee |
| 58 | Monroe |
| 59 | Montcalm |
| 60 | Montmorency |
| 61 | Muskegon |
| 62 | Newaygo |
| 63 | Oakland |
| 64 | Oceana |
| 65 | Ogemaw |
| 66 | Ontonagon |
| 67 | Osceola |
| 68 | Oscoda |

| Code | County |
|---|---|
| 69 | Otsego |
| 70 | Ottawa |
| 71 | Presque Isle |
| 72 | Roscommon |
| 73 | Saginaw |
| 74 | St. Clair |
| 75 | St. Joseph |
| 76 | Sanilac |
| 77 | Schoolcraft |
| 78 | Shiawassee |
| 79 | Tuscola |
| 80 | Van Buren |
| 81 | Washtenaw |
| 82 | Wayne |
| 83 | Wexford |

# NEW Appendix C: Michigan OSEP Summary Data Collection Form For 3 – 5 Year Olds



**Michigan OSEP Child Summary Data Collection Form For 3 - 5 Year Olds (side 1)**

**Child Identification Information**

Child's name (first) (mi) (last)

**Race/Ethnicity**

Is this child Hispanic/Latino? Y YES N NO

What is this child's race? (check all that apply)

- American Indian or Alaska Native
- Asian
- African-American or Black
- Native Hawaiian or Other Pacific Islander
- White

**Gender**

M Male
F Female

**Date of birth (mm/dd/yy)**

**Location and Assessment Identification Information**

**District Code**

**Assessment Tool Used**

- AEPS
- FULL Battelle
- Batelle SCREENER
- Brigance
- Carolina
- COR
- Crtv. Curric. Dev. Checklist
- LAP-3
- Part C Exit tool (specify): _____

**Type of Special Needs Eligibility**

- Autism Spectrum Disorder
- Cognitive Impairment
- Deaf-Blindness
- Early Childhood Develop. Delay
- Emotional Impairment
- Hearing Impairment
- Other Health Impairment
- Physical Impairment
- Severe Multiple Impairment
- Specific Learning Disability
- Speech & Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Attending Building _____

**SRSD Unique Identification Code (UIC)**

**Form Completion Instructions:**

- Use only #2 pencil, no ink.
- Write and bubble-in full district and SRSD UIC codes.
- Use only original forms.
- Do not fold or staple forms.
- Fill in all circles completely
- Erase all stray marks and errors completely.
- No sticky notes, for comments please include additional sheets

## Michigan OSEP Child Summary Data Collection Form For 3 - 5 Year Olds (side 2)

**Date Assessment Completed (mm/dd/yy)**

- ◯ Collected at program **ENTRY** (i.e., 30 school days after placement)
- ◯ Collected at program **EXIT** (i.e., 30 school days prior to child leaving the program)

### Rating Scale Definitions

**1. Not Yet**
Child does not yet show functioning expected of a child his/her age in any situation. Child's functioning might be described as that of a much younger child.

**2. Between Not Yet and Emerging**

**3. Emerging**
Child does not yet show functioning expected of a child his/her age in any situation. Child demonstrates behavior and emerging skills upon which to build age-appropriate functioning. Functioning might be described as that of a younger child.

**4. Between Emerging and Somewhat**

**5. Somewhat**
Child shows functioning expected of a child his/her age some of the time and/or in some situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a slightly younger child.

**6. Between Somewhat and Completely**
Child shows functioning expected of a child his/her age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are some concerns about the child's functioning in this outcome area.

**7. Completely**
Child consistently shows functioning expected of a child his/her age in all or nearly all situations. Child's behaviors and skills are considered appropriate for his/her age. There are no concerns about this child's functioning in this outcome area.

### Positive Social-Emotional Skills (Including Social Relations)

Examples: Relating with adults; Relating with other children; Following rules related to groups or interacting with others; Personal and Social Adjustment; and Contribution and Citizenship

**1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?**

1 Not Yet
2
3 Emerging
4
5 Somewhat
6
7 Completely

**1b. Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?** Y Yes N No

### Acquiring and Using Knowledge and Skills

Examples: Thinking, reasoning, remembering, and problem-solving; Understanding symbols; Understanding the physical and social worlds; and Pre-Academic and Functional Literacy

**2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?**

1 Not Yet
2
3 Emerging
4
5 Somewhat
6
7 Completely

**2b. Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?** Y Yes N No

### Taking Appropriate Action to Meet Needs

Examples: Taking care of basic needs, showing hunger, dressing, feeding, toileting, etc.; Contributing to own health and safety, follows rules, assists with hand washing, avoids inedible objects; Getting from place to place, mobility; Using tools, forks, strings attached to objects; Physical Health; and Responsibility and Independence

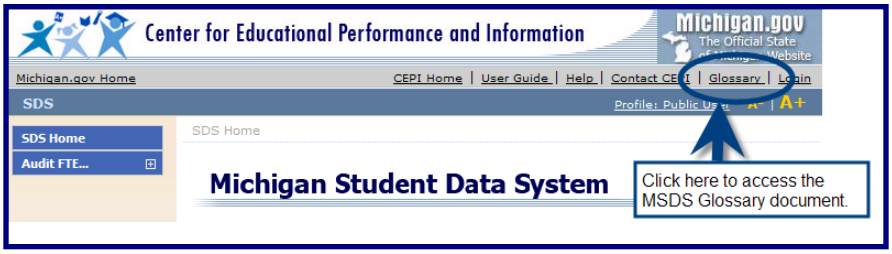
**3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?**

1 Not Yet
2
3 Emerging
4
5 Somewhat
6
7 Completely

**3b. Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?** Y Yes N No

# Definitions

This section provides the common definition for some of the terms referenced in this document. It is not intended to be inclusive of all system definitions. Please refer to the MSDS Glossary available through the application for additional information.




**Adequate Yearly Progress (AYP)**

Adequate Yearly Progress (AYP) is a cornerstone of the federal *No Child Left Behind Act of 2001* (NCLB). In Michigan, AYP measures year-to-year student achievement by using the Michigan Education Assessment Program (MEAP) for elementary and middle schools and the Michigan Merit Examination (MME) for high schools. Other indicators, such as the number of students who participate in the assessments and the graduation rate for high schools, are also considered in the calculation. Access additional information through the MDE Web site or by clicking here.

**Aggregate Data**

Data that are reported in the aggregate are data for whole populations (for example, by district or by building). Data that are reported by specific subgroups of students such as gender, race and ethnicity, socioeconomic status, mobility, special education and disability, English as a second language (ESL) and advanced placement (AP), are sometimes noted as disaggregated data.

**Agreement Number**

The agreement number (formerly referred to as the recipient code) is used by the Michigan Electronic Grant System (MEGS) and the Grants Coordination and School Support Office of the Michigan Department of Education. This number is stored in the Educational Entity Master (EEM) and is used in MSDS for entity identification when no entity code (district or building) is available.

**Application**

A computer program or group of programs designed for end users. Software applications are also known as end-user programs and include database programs, word-processing programs and spreadsheets.

**Attachment**

An attachment refers to a file that is embedded in an e-mail message.

**Beta Test**

In software development, a beta test is the second phase of software testing, in which a sampling of the intended audience uses, or tests, the product. The first phase includes unit testing, component testing and system testing. Beta testing can be considered "pre-release testing."

**Boolean**

In computer searches, the use of the word "AND" between two words or other values (for example, "pear AND apple") enables you to search for documents containing both of the words or values, not just one of them.

**Browser**

A browser is a software program used to look at World Wide Web pages.

**Building a Culture of Quality Data**

"There has been a growing awareness that effective teaching, efficient schools, and quality data are linked. A 'Culture of Quality Data' is the belief that good data are an integral part of teaching, learning and managing the school enterprise." National Forum on Education Statistics *Forum Guide to Building a Culture of Quality Data: A School and District Resource.* (http://nces.ed.gov/forum/pub_2005801.asp)

**Business Rules**

Business rules refer to validation and quality assurance requirements specific to a characteristic, similar to the "Programming Edits" section in the SRSD Data Field Descriptions. These rules are used to "error check" at both the file and record levels.

**Carl D. Perkins Vocational and Technical Education Act**

The Carl D. Perkins Vocational and Technical Education Act aims to increase the quality of technical education within the United States in order to help the economy. For more information on the MDE Office of Career and Technical Education and Michigan's Perkins Federal Programs, please visit: http://www.michigan.gov/mde/0,1607,7-140-6530_2629---,00.html.

**Center for Educational Performance and Information (CEPI)**

CEPI was created as an independent state agency by Executive Order 2000-9 in 2000, and was moved into the Office of the State Budget by Public Act 191 of 2001. CEPI collects, manages and reports data about K-12 public schools in Michigan.

**Certificate of Eligibility (COE)**

The Michigan Department of Education is required to document every migrant child's eligibility for the Migrant Education Program on the national Certificate of Eligibility (COE) created by the U.S. Department of Education (ED). The COE serves as the official record of the MDE's eligibility determination for each individual child. Additional information about MDEs Migrant Education Program can be found on the MDE Web site.

**Certification**

Certification is the process wherein a responsible authorized user reviews and approves data within a given collection, indicating that to the best of his/her knowledge the data are accurate and complete. This process includes an opportunity for the user to review data and/or summary reports. The act of "certifying" a collection officially submits the data on behalf of the superintendent/administrator to CEPI for that collection.

**Character**

A character is defined as a printable symbol, generally one of a limited number including letters of the alphabet, numerals, and certain others such as the ampersand (&) and the "at sign" (@). There are several systems that encode characters. The most commonly used system for text files in personal computers is known as ASCII.

**Character string**

As a computer programming term, a character string is a contiguous sequence of characters.

**Characteristics**

In the SRSD, fields were used. The MSDS calls these data elements "characteristics." Many of these characteristics correspond to individual fields in the SRSD, but some are new.

**Characteristic Label**

The name used within the XML schema to identify a data element. This name may also be used in data tables.

**Characteristic Name**

The common name used to identify the characteristic. This may or may not be the same as the Characteristic Label.

**Chart of Accounts (COA)**

The Chart of Accounts (COA) is a listing of standardized accounting codes and related definitions districts must use when reporting financial data in the Financial Information Database (FID). These codes are necessary to assure that financial data reported in the FID is consistent and comparable from district to district. A link to the COA is in the publications section of the Office of State Aid and School Finance on the MDE Web site, http://www.michigan.gov/mde/. The Chart of Accounts is also contained within the "Appendix - Definitions for Accounting Codes" located in the Michigan Public School Accounting Manual found under the Quick Links section of the Financial Information Database page of the CEPI Web site.

**Child Nutrition Programs**

A group of programs offered through the United States Department of Agriculture Food and Nutrition Service (USDA FNS) providing children access to food, a healthful diet and nutrition education. Programs include (click the program name to access the applicable USDS FNS Web page):

- National School Lunch Program
- School Breakfast Program
- Special Milk Program

**Citation**

This is the legal documentation supporting the requirement to collect a particular data element (characteristic).

**Cohort**

A cohort is a group of individuals that have a statistical factor in common, for example, year of birth.

**Common Core of Data (CCD)**

The CCD is a comprehensive national statistical database with identifying information, basic statistics and fiscal data on public elementary and secondary education. The data are submitted by each state agency and jurisdiction and published on the CCD Web site: http://www.nces.ed.gov/ccd/.

**Component**

A component is a grouping of related characteristics. Collections are made up of one or more components. Components are consistent across collections, i.e., the Submitting Entity component is composed of the same characteristics in all collections. Collections may accept more than one occurrence of a specified component.

**Consolidated State Performance Reports (CSPR)**

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for of each State, the District of Columbia, and Puerto Rico as authorized under Section 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). For more information, please visit the following Web site: http://www.ed.gov/admins/lead/account/consolidated/index.html.

**Count Day**

*Taken from the Michigan Pupil Accounting Manual:* "The officially established day(s) used in determining pupil memberships (the number of full time equated pupils) reported for State school aid." Data reported for a collection with an associated count date are to reflect the students' status on that date. Not all collections have a count date. (See also "snapshot")

**Data Type**

The data type describes what form of data is accepted for the characteristic. Please refer to the MSDS Technical Support Document on the CEPI MSDS Web page for more detailed definitions of each data type used.

**Dependency**

Dependencies occur when a characteristic contains business rules that include a relationship with another characteristic or component. For example, when the characteristic contains a specific value, the related characteristic must contain a

corresponding value; or, if the characteristic contains a specific value, the record must also contain a specific component.

**Direct Certification**

Each local education agency (LEA) must directly certify children who are members of households receiving assistance under the Food Stamp Program as eligible for free school meals, without further application, based on information provided in an electronic data file from the Department of Human Services (DHS).

**Download**

Downloading is the act of transferring data from a remote system (such as MSDS) to a local computer.

**e-Rate**

As a result of the Telecommunications Act of 1996, the Federal Communications Commission (FCC) adopted an Order on May 8, 1997, creating the e-Rate program to ensure that schools and libraries have affordable access to advanced telecommunications services. Under the program, discounts ranging from 20 percent to 90 percent on telecommunications services, Internet access, and internal connections are provided to eligible schools and libraries, subject to a $2.25 billion annual cap. For official e-Rate guidance, visit the Schools and Libraries Division's (SLD) Web site at www.sl.universalservice.org, or, for Michigan-specific information, visit the MDE Universal Service Fund (e-Rate) Web site by clicking here or by using the following URL http://www.michigan.gov/mde/0,1607,7-140-6530_21417---,00.html

**Educational Entity Master (EEM)**

The Educational Entity Master (EEM) contains information regarding public and registered nonpublic educational entities, including official identification codes and contact information for Michigan's educational systems. Users may access the EEM at http://www.michigan.gov/eem.

**English-Language Learners (ELLs) – See also Limited English Proficient (LEP)**

Programs designed to provide specialized instruction to students with limited English-speaking ability. Access the MDE Office of School Improvement Academic Support Web site for additional information.

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51035---,00.html

**Extensible Markup Language (XML)**

Extensible markup language (XML) is a simple, very flexible text format. XML was created to structure, store, and transport information.

**Individualized Education Program (IEP)**

When a student is eligible for and needs specialized instruction, an Individual Education Program (IEP) plan is developed at an IEP Team meeting that includes parents, school personnel and others who might have input into the student's special education needs. It is a plan that spells out the special education services a child will receive based on the

results of the evaluation. The IEP Team develops goals as targets for the child to achieve and determines the instructional strategies needed so that the student can make progress in their educational program.

**Individuals with Disabilities Education Act (IDEA)**

The Individuals with Disabilities Education Act (IDEA) of 2004 requires all states to report information on each district's performance in meeting specific early intervention and special education targets outlined in a State Performance Plan (SPP).

**Integer**

An integer is a whole number (not a fractional number). It can be positive, negative, or zero.

**Intermediate School District (ISD)**

Intermediate School Districts (ISDs) as established under Part 7 of the Revised School Code.

**International Organization for Standardization (ISO)**

The ISO is an international, standard-setting body composed of representatives from various national standards organizations. The organization promulgates worldwide proprietary industrial and commercial standards.

**Limited English Proficient (LEP) – see also English Language Learners (ELLs)**

Programs designed to provide specialized instruction to students with limited English-speaking ability. Access the MDE Office of School Improvement Academic Support Web site for additional information.

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51035---,00.html

**Local Education Agency (LEA)**

A local education agency (LEA) is a public school district (excludes charter school districts) as defined under 380.6 and as organized under MCL 380.11a (general powers school district) or under Part 6 (district of the first class).

**McKinney-Vento Homeless Assistance Act**

This is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools. It was reauthorized as Title X, Part C, of the *No Child Left Behind Act* in January 2002. (http://www.ed.gov/programs/homeless/guidance.pdf)

**Michigan Administrative Rules for Special Education**

Michigan-legislated rules for compliance with IDEA regulations. More information can be accessed through the MDE Office of Special Education Early Intervention Services (OSE/EIS) at the following Web page:

http://www.michigan.gov/mde/0,1607,7-140-6530_6598_7376-132157--,00.html

**Michigan Compiled Laws (MCL)**

A bill passed by the Michigan House and Senate and approved by the Governor becomes either a public act which has general applicability or a local act (not discussed here) which affects a particular area of the state. Public acts of a general and permanent nature are compiled (i.e., codified) into a subject arrangement of statutory law. Each chapter covers one area of law, such as motor vehicles (chapter 257) or public health (chapter 333). Public acts dealing with appropriations are not compiled and neither are local acts. More information about Michigan Compiled Laws may be found on the Internet at http://www.legislature.mi.gov.

**Michigan Department of Education (MDE)**

The Department of Education, under the direction of the superintendent of public instruction, carries out the policies of the State Board of Education. The Department implements federal and state legislative mandates in education. (www.mi.gov/mde)

**Michigan School for the Deaf (MSD)**

The Michigan Department of Education's Michigan School for the Deaf provides *"academics and social excellence – rich in American sign language (ASL) and English literacy for all students from infancy to graduation, to be the leader in educating deaf and hard-of-hearing children in Michigan, and to provide services to their families and the community."* (http://www.deaftartars.com/)

**Migrant Education Data System (MEDS)**

The Migrant Education Data System (MEDS) is an online system that collects information regarding migrant students in the state of Michigan. Initially, a MEDS file, with all of the students currently enrolled in that system, will be submitted to the MSDS. This will populate a user's first "To Do" list (list of items that require action by a user) in the MSDS. Student data will be entered and/or updated in the MSDS by users and automatically transferred to MEDS on a nightly basis. MEDS will then transmit data to the **Migrant Student Records Exchange Initiative** (MSIX) system as required.

**Multi-valued**

Multi-valued refers to an item occurring more than one time. A characteristic can be multi-valued within a component. Components can be multi-valued within a collection.

**National Center for Education Statistics (NCES)**

The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education. (http://www.nces.ed.gov/)

**No Child Left Behind Act of 2001 (NCLB)**

The *No Child Left Behind Act of 2001* (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school. Proposed by former President Bush shortly after his inauguration, NCLB was signed into law on January 8, 2002. NCLB is built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. For more information, please see:

- NCLB Miscellaneous E-mail updates, NCLB status and flexibility, a toolkit for teachers, a guide for parents, the Teacher-to-Teacher initiative and how NCLB is making a difference in your state. (http://www.ed.gov/nclb/landing.jhtml?src=pb)
- NCLB Overview (http://www.ed.gov/nclb/overview/intro/4pillars.html)
- NCLB Legislation, Regulations and Guidance (http://www.ed.gov/about/offices/list/oese/legislation.html)
- Adequate Yearly Progress (http://answers.ed.gov/cgi-bin/education.cfg/php/enduser/std_adp.php?)

**Office of Career and Technical Education (OCTE)**

The Michigan Department of Education's Office of Career and Technical Education (OCTE) oversees high school instructional programs that teach students skills in a specific career cluster. Most programs offer early college credit opportunities to provide a seamless transition to postsecondary education. The mission of the office is to prepare students so they have the necessary academic, technical and work behavior skills to enter, compete and advance in education and their careers. (http://www.mi.gov/mde/0,1607,7-140-6530_2629---,00.html)

**Office of Early Childhood Education and Family Services**

The Michigan Department of Education's Office of Early Childhood Education and Family Services supports initiatives to assure that our very young children have access to environments that are nurturing, facilitative and supportive of each child's individual interests and needs. Environments where responsive, authentic adult-child interactions are the standard sustain the aspiration that all children will become productive members of a democratic society. The Department of Education works collaboratively with other state initiatives, including the Early Childhood Investment Corporation. The Office of Early Childhood Education and Family Services also manages the Department of Education's efforts to provide after-school programs for school-age children. Information about the programs managed by the Office of Early Childhood Education and Family Services can be accessed through their Web site:

http://www.mi.gov/mde/0,1607,7-140-6530_6809---,00.html

**Office of Educational Assessment & Accountability (OEAA)**

The Michigan Department of Education's Office of Educational Assessment & Accountability (OEAA) designs and manages statewide assessments that help Michigan educators determine what students know and what students are able to do at key checkpoints during their academic careers.

- Primary Assessments – Michigan Educational Assessment Program (MEAP), Michigan Merit Examination (MME)
- Other Assessments – English Language Proficiency Assessment (ELPA), MEAP-Access, MI-Access, Secondary Credit Assessments
- This office also administers – Adequate Yearly Progress (AYP), *EducationYes!*, Michigan School Report Card, Michigan School Accreditation System (MI-SAS), National Assessment of Educational Progress (NAEP).

For more information, visit the OEAA Web site at:

http://www.mi.gov/mde/0,1607,7-140-6530_6569---,00.html

**Office of Education Improvement and Innovation (OEII)**

The Office of Education Improvement and Innovation promotes student learning and achievement by providing statewide leadership, guidance and support over a wide range of programs that have a direct impact on teaching and learning, school leadership, and continuous school improvement. The office provides administrative services for curriculum and instruction, school improvement, educational options, public school academies, high priority schools, high school reform, and educational technology. OEII areas of responsibility include:

- High School reform
- Curriculum and Instruction
- Public School Academies
- High Priority Schools
- School Improvement
- Educational Options (dual enrollment, alternative education, advanced placement, international baccalaureate)
- Educational Technology (competitive grants for Title II, Part D and other educational technology issues)

Additional information may be found on the MDE Web site:
http://www.mi.gov/mde/0,1607,7-140-6530_30334---,00.html

**Office of Field Services (OFS)**

The Michigan Department of Education's Office of Field Services (OFS) promotes academic achievement especially for those students most at risk of failing by providing leadership, guidance and support to educational professionals throughout Michigan. OFS utilizes school and district improvement planning tools as the foundation for supplementary state and federal funds to support innovation in teaching and education. We provide technical assistance, approval and monitoring of state programs (e.g. Section 31-A) and federal programs, such as Title I, Improving the Academic Achievement of the Disadvantaged. OFS areas of responsibility include:

- Title I, Part A (Improving basic programs)
- Title I Part C (Education of migratory children)
- Title I, Part D (Prevention and intervention for delinquent children and youth)
- Title II, Part A (Teacher and principal training and recruiting)
- Title II, Part D (Formula grants for technology)
- Title III (Language acquisition and English language learners)
- Title VI, Part B, Subpart 1 (Rural education achievement program)

- Title VI, Part B, Subpart 2 (Rural and low-income school program)
- Title X, Part C (McKinney-Vento homeless education assistance)
- State Section 31 – A (At-risk students)

Additional information may be found on the MDE website:
http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51051---,00.html

**Office of Grants Coordination and School Support**

The Michigan Department of Education's Office of Grants Coordination and School Support covers a wide range of topics and programs, including school and summer meals; child- and adult-care food; free United States Department of Agriculture commodity food distribution; coordinated school health and safety; pupil transportation; educational technology (educational technology plans, technology literacy standards, and e-Rate); and grant procurement and distribution. To learn more, visit: http://www.mi.gov/mde/0,1607,7-140-6530_6569---,00.html.

**Office of Special Education & Early Intervention Services (OSE/EIS)**

The Michigan Department of Education's Office of Special Education & Early Intervention Services (OSE-EIS) oversees the administrative funding of education and early intervention programs and services for young children and students with disabilities. Early intervention services are coordinated for infants and toddlers (birth through age two) with disabilities and their families according to federal regulations and state standards. A free, appropriate public education is provided to eligible children and youths from birth through age 25, according to federal statute and regulations, state statute, administrative rules and standards. Visit the OSE/EIS Web page for more information: http://www.mi.gov/mde/0,1607,7-140-6530_6598---,00.html.

**NEW Office of Special Education Programs (OSEP)**

The United States Department of Education, Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities, ages birth through 21, by providing leadership and financial support to assist states and local districts. OSEP is an office within the Office of Special Education and Rehabilitative Services (OSERS). Visit the OSEP Web page for more information: http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr

**NEW Office of Special Education and Rehabilitative Services (OSERS)**

The United States Department of Education, Office of Special Education and Rehabilitative Services (OSERS) is committed to improving results and outcomes for people with disabilities of all ages. In supporting *No Child Left Behind*, OSERS provides a wide array of supports to parents and individuals, school districts and states in three main areas:

- special education,
- vocational rehabilitation and
- research.

Visit the OSERS Web page for more information:
http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr

**Office of State Aid and School Finance**

The Michigan Department of Education's Office of State Aid and School Finance is responsible for administering the State School Aid Act and distributing more than 11 billion dollars in state funds to public school districts across the state. In addition, this office provides guidance on issues of school finance and tax policy, public school district financial accounting, various financing mechanisms available to school districts, and information on pupil accounting statutes and rules. Finally, the office provides interpretation, analysis, and coordination of departmental activities related to the annual development of the State School Aid K-12 budget. Access its Web page at: http://www.mi.gov/mde/0,1607,7-140-6530_6605---,00.html.

**Office of the Superintendent**

The Michigan Department of Education's superintendent of public instruction is appointed by and responsible to the State Board of Education, which is elected at-large on a partisan basis. As the principal executive officer of the Department of Education, the superintendent holds positions in the governor's Cabinet and the State Administrative Board, and acts as chair and a non-voting member of the State Board of Education. The superintendent advises the Legislature on education policy and funding needs, as defined by the State Board of Education. The superintendent is responsible for the implementation of bills passed by the Legislature and policies established by the State Board of Education. The superintendent is a major spokesperson for education in the state. The superintendent also is the primary liaison to the United States Department of Education and other federal agencies, and provides efficient and effective management of the Department's considerable state and federal resources. For more information, visit the superintendent's Web page at: http://www.mi.gov/mde/0,1607,7-140-6530_6526---,00.html.

**Primary Education Providing Entity (PEPE)**

This is the primary education providing entity (PEPE) for a student and is used in assigning accountability for graduation cohort and Adequate Yearly Progress (AYP) determinations. For students reported by multiple districts, only the PEPE can update Personal Core characteristics.

**Public School Academy (PSA)**

A public school academy (PSA) is a charter school district (excludes LEA districts) established under part 6a of the Revised School Code and can also include an urban high school academy established under part 6c, or a strict discipline academy established under sections 1311b to 1311l. [MCL 380.5(7)].

**Pupil Accounting Manual**

School districts in the state are required to follow the generally accepted accounting principles for governmental entities, which are accounting rules used to prepare, present and report financial statements. The Michigan School Accounting Manual (Bulletin 1022) serves as a mandatory guide to the uniform classification and recording of accounting transactions for Michigan public school districts. This manual provides guidance for Michigan public school districts on pupil membership requirements and

count procedures provided by the Office of State Aid and School Finance. (http://www.michigan.gov/mde/0,1607,7-140-6530_6605-22360--,00.html)

**Quality Assurance**

Quality assurance refers to business rules applied at both the file and record levels during online data entry or during the quality review prior to certification.

**Revised School Code**

*"AN ACT to provide a system of public instruction and elementary and secondary schools; to revise, consolidate, and clarify the laws relating to elementary and secondary education; to provide for the organization, regulation, and maintenance of schools, school districts, public school academies, intermediate school districts, and other public school entities; to prescribe rights, powers, duties, and privileges of schools, school districts, public school academies, intermediate school districts, and other public school entities; to provide for the regulation of school teachers and certain other school employees; to provide for school elections and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes; to provide for the borrowing of money and issuance of bonds and other evidences of indebtedness; to establish a fund and provide for expenditures from that fund; to provide for and prescribe the powers and duties of certain state departments, the state board of education, and certain other boards and officials; to provide for licensure of boarding schools; to prescribe penalties; and to repeal acts and parts of acts."* MCL 380.1 - 380.1853 http://www.legislature.mi.gov/(S(zldd0w451crpobr5guxombii))/mileg.aspx?page=getObject&objectName=mcl-Act-451-of-1976

**Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)**

This NCES data handbook provides taxonomy for assigning standard codes to secondary school courses in 22 major subject areas. It also includes a content description for each course and instructions on how to use the taxonomy in coding courses. The handbook may be accessed through the NCES Web site or by clicking here.

**Snapshot**

A "picture" of the certified data for a given collection taken for reporting purposes; this may be associated with a point in time (count date) or a given range of time. Reporting examples:

- A report of all students enrolled on a given date (count date).
- A participation report showing the total number of students served from the start of the year through a selected date (range of time).

**State Performance Plan (SPP)**

Evaluates the state's efforts to implement the requirements and purposes of IDEA and describes how the state will improve such implementation.

**State School Aid Act of 1979 (School Aid Act)**

*"AN ACT to make appropriations to aid in the support of the public schools and the intermediate school districts of the state; to make appropriations for certain other*

*purposes relating to education; to provide for the disbursement of the appropriations; to supplement the school aid fund by the levy and collection of certain taxes; to authorize the issuance of certain bonds and provide for the security of those bonds; to prescribe the powers and duties of certain state departments, the state board of education and certain other boards and officials; to create certain funds and provide for their expenditure; to prescribe penalties; and to repeal acts and parts of acts."*
(http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-94-of-1979.pdf)

**Student Interoperability Framework (SIF)**

The Student Interoperability Framework (SIF) refers to a standardized system for reporting educational data being developed so that various data systems, such as state and federal, can "talk" to one another. A central feature is the use of common data elements with common names.

**System Date**

The system date is the date recorded by the MSDS application at the time of file upload or online data entry.

**System Expectation**

This section of the characteristic definition refers to the data requirements for the characteristic. Characteristics may have a status of "Required data," "Conditional," or "Optional."

- ***Required data*** – data must be reported; if the characteristic is not included as a part of each record in the file upload, the entire file will be rejected; if these data are missing from any records in the collection, certification of the file will be prevented.
- ***Conditional*** – data are required in specific situations only; data are not required for all students, only those to whom the characteristic is applicable.
- ***Optional*** – data that the MSDS system cannot determine when or for which students the data are required. Optional data must be reported when it is applicable for a given student. The responsible entity must determine when the situation requires the data to be submitted for a particular student record. When the data are reported, they must comply with any associated business rules.

**Unbounded**

Unbounded is the term used in XML to show that a component or characteristic is not subject to limits related to the minimum or maximum number of occurrences by the file schema. However, there may be business rules enforced at the component or characteristic level which may restrict minimum or maximum occurrences. Check the component and characteristic sections of this document for details.

```
<xs:element name="ECPrograms" type="ECProgramsType" maxOccurs="unbounded" />
<xs:element name="HomelessDemographics" type="HomelessDemographicsType" minOccurs="0" />
```

**Unique Identification Code (UIC)**

Each student is assigned a permanent, unique and secure number that moves with the student from grade to grade and school to school over the course of his or her academic career.

**UIC Resolution**

UIC Resolution is the process of ensuring that each student is correctly associated with a particular UIC.

**UIC Resolver**

The person in a district and/or entity assigned the responsibility to complete UIC Resolution for collections in the MSDS.

**United States Code**

All laws enacted by the United States Congress are compiled into the United States Code (USC). The USC is divided into 50 titles by subject matter. Many subjects related to education are listed in USC Title 20, "Education," but may be found in other titles as well. Federal laws are cited by their popular name, followed by a reference to the USC. More information about the United States Code may be found on the Internet at http://www.gpoaccess.gov/uscode/index.html.

**Upload**

Uploading is the act of transferring data from one computer/system to another computer/system.

**World Wide Web Consortium**

The World Wide Web Consortium (W3C) develops interoperable technologies (specifications, guidelines, software and tools) to lead the Web to its full potential. W3C is a forum for information, commerce, communication and collective understanding. (http://www.w3.org/)

**XML**

See Extensible Markup Language.

**Note:** Some of the definitions listed have been adapted from various sources including *The American Heritage Dictionary, Third Edition*, and several online directories including: WhatIs.com; Geek.com Glossary; The Ultimate Computer Acronym Glossary; ComsumersReport.org; sifinfo.org; TechWeb.com (Tech Encyclopedia); Microsoft Computer Security and Privacy Glossary; Webopedia.com; W3C.com.

# NEW Table of Characteristics

This table lists all active characteristics for the current school year in alphabetic order. The component in which the characteristic is collected is also shown. Characteristics will appear once for each component in which it is collected. (Most characteristics are only included in one component.)

| Characteristic Name | Component Name |
|---|---|
| Academic Year | Migrant Curriculum Courses |
| Adult Ed Count Period | Adult Education |
| Adult Ed Funding | Adult Education |
| Adult FTE | Adult Education |
| Adult FTE Program Code | Adult Education |
| As of Date | Student Record Maintenance (SRM) |
| City (PersonalDemographicsCity) | Personal Demographics |
| Clock Hours | Migrant Curriculum Courses |
| Country of Birth | Personal Demographics |
| Course Identifier Code | Migrant Curriculum Courses |
| Course Section | Migrant Curriculum Courses |
| Course Type | Migrant Curriculum Courses |
| Credits Granted | Migrant Curriculum Courses |
| Date of Birth | Personal Core |
| Date of Count | Entity Demographics |
| Date Of Incident | Disciplinary Incident |
| Date of Parental Consent | Initial IEP |
| Days Attended | Attendance |
| Days Beyond Timeline | Initial IEP |
| Diploma Status | Adult Education |
| Disciplinary Action | Disciplinary Consequence |
| Early Childhood Delivery Method | Early Childhood Programs |
| Early Childhood Delivery Schedule | Early Childhood Programs |
| Early Childhood Program | Early Childhood Programs |
| Early Childhood Program End Date | Early Childhood Programs |
| Early Childhood Program Exit Reason | Early Childhood Programs |
| Early Childhood Program Start Date | Early Childhood Programs |
| Enrollment Date | Entity Demographics |
| Enrollment Type | Entity Demographics |
| Estimated Cost Property Damage | Disciplinary Incident |
| Ethnicity | Personal Demographics |
| Exit Date | Entity Demographics |
| Exit Status | Entity Demographics |
| Exit Type | Entity Demographics |
| Final Grade | Migrant Curriculum Courses |
| First Name | Personal Core |
| Fiscal Entity Code | Fiscal Entity |
| Fiscal Entity Type Code | Fiscal Entity |

| Characteristic Name | Component Name |
|---|---|
| Follow Up | Disciplinary Consequence |
| Funding Participation | LEP |
| Gender | Personal Core |
| General Education FTE | General Education FTE |
| Grade or Setting | Entity Demographics |
| Grade to Date | Migrant Curriculum Courses |
| Home Language | LEP |
| IEP Date | Special Education |
| Incident ID | Disciplinary Consequence |
| Incident ID | Disciplinary Incident |
| Incident Type | Disciplinary Incident |
| Last Name | Personal Core |
| Last Name Suffix | Personal Core |
| Length Of Action | Disciplinary Consequence |
| LEP Exit Date | LEP |
| LEP Exit Reason | LEP |
| LEP Instructional Program | LEP |
| LEP Re-Entry Date | LEP |
| Local Course ID | Migrant Curriculum Courses |
| Local Course Title | Migrant Curriculum Courses |
| Location Of Incident | Disciplinary Incident |
| Middle Name | Personal Core |
| Migrant Funding Source | Migrant |
| Migrant Instructional Services | Migrant |
| Migrant Qualifying Move Date | Migrant |
| Migrant Support Services | Migrant |
| Migrant Term | Migrant |
| Multiple Birth Order | Personal Core |
| NEW Assessment Tool | Early Childhood Special Education Assessment |
| NEW Completion Status | Migrant Curriculum Courses |
| NEW Entry Assessment Date | Early Childhood Special Education Assessment |
| NEW Exit Assessment Date | Early Childhood Special Education Assessment |
| NEW Other Tool Comments | Early Childhood Special Education Assessment |
| NEW Outcome 1A | Early Childhood Special Education Assessment |
| NEW Outcome 1B | Early Childhood Special Education Assessment |
| NEW Outcome 2A | Early Childhood Special Education Assessment |
| NEW Outcome 2B | Early Childhood Special Education Assessment |
| NEW Outcome 3A | Early Childhood Special Education Assessment |
| NEW Outcome 3B | Early Childhood Special Education Assessment |
| NEW Phone Number | Personal Demographics |
| Operating District Number | Entity Demographics |
| Operating ISD/ESA Number | Entity Demographics |
| Personal Curriculum Credit Modification | Personal Curriculum |
| Personal Curriculum Type | Personal Curriculum |
| Placed By Another Dist IEP | Special Education |

| Characteristic Name | Component Name |
|---|---|
| Primary Disability | Special Education |
| Primary Educational Setting | Special Education |
| Primary Nighttime Residence (Homeless) | Homeless |
| Primary Victim Of Incident | Disciplinary Incident |
| Program Eligibility Participation | Program Participation |
| Program Model | Advanced Accelerated |
| Program Service Code | Special Education |
| Resident LEA Number | Personal Demographics |
| Result of Initial IEP | Initial IEP |
| School Facility Number | Early Childhood Programs |
| School Facility Number | Entity Demographics |
| Secondary Disability | Special Education |
| Section 52 FTE | Special Education |
| Section 53 FTE | Special Education |
| Special Education Exit Date | Special Education |
| Special Education Exit Reason | Special Education |
| Special Program Options | Advanced Accelerated |
| Start Of Action | Disciplinary Consequence |
| State | Personal Demographics |
| Street Address | Personal Demographics |
| Street Address 2 | Personal Demographics |
| Student Id Number | Entity Demographics |
| Student Residency | Entity Demographics |
| Student Resident County | Personal Demographics |
| Subject Area Code | Migrant Curriculum Courses |
| Submitting Entity Code | Submitting Entity |
| Submitting Entity Type Code | Submitting Entity |
| Supplemental Nutrition Eligibility | Supplemental Nutrition Eligibility (SNE) |
| Support Services | Special Education |
| TAS Instructional Services | Title I TAS |
| TAS Support Services | Title I TAS |
| Ten/30-Day Rule | Entity Demographics |
| Term Type | Migrant Curriculum Courses |
| Time Of Incident | Disciplinary Incident |
| Timeliness of Initial IEP | Initial IEP |
| Total Possible Attendence* | Attendance |
| Unaccompanied Youth | Homeless |
| Unique Identification Code (UIC) | Personal Core |
| Year of Entry | Personal Demographics |
| ZIP Code | Personal Demographics |

* The spelling error identified in the schemas for the 2009-2010 school year will not be corrected in the 2010-2011 schemas.

# Version History

We have outlined the significant changes in each version of the MSDS Collection Details Manual for the current school year in the table below.

### Key

| Type of Change | Definition |
|---|---|
| Clarification | Rewording or addition of text to improve understanding; this type of edit does not change the meaning or definition. |
| Removal | Deletion of part or all of text to indicate a change in the meaning or definition. |
| Addition | Addition of text to indicate a change in the meaning or definition, or new requirements to existing collections, components or characteristics. |
| New | Addition of a new characteristic, component or collection. |

### Changes from 2009-2010 school year

| Page(s) | Section | Type of Change | Details |
|---|---|---|---|
| 21 | FTE Conflict Resolution | Addition | Added information about the timeline. |
| 28 | 2010-2011 School Year Collection Matrix | Addition | Updated with new collections, components and changes to requirements for the school year. |
| 29 | 2010-2011 School Year Collection Matrix | Removal | Removed Request to Change PEPE component. |
| 30 | 2010-2011 School Year Collection Timelines | Addition | Updated for the school year. |
| 38 | General Collections – 2010 Fall General Collection | Addition | Added and modified new components. |
| 39 | 2010 Fall General Collection – FTE | Addition | Clarification about in which components FTE are reported. |
| 41 | 2011 Spring General Collection – FTE | Addition | Added and modified new components. |
| 42 | 2011 Spring General Collection – FTE | Addition | Clarification about in which components FTE are reported. |
| 44 | 2011 EOY General Collection – FTE | Addition | Added and modified new components. |
| 47 | NEW 2011 Special Education Child Count Collection | Addition | This collection is new for the 2010-2011 school year. |
| 50 | Student Record Maintenance Collection | Removal & Addition | Added and modified new components.<br>SRM Collection is no longer used to make data corrections and the Request to Change PEPE component is no longer available for this collection |

| Page(s) | Section | Type of Change | Details |
|---|---|---|---|
| 60 | Adult Education Component | Removal & Addition | Removal of the Program Participation dependency and addition of new method used to identify adult education participants.<br>Addition of new dependency with Grade Or Setting. |
| 64, 65, 68, 72, & 74 | Adult Ed characteristics | Addition | Added new State of Michigan Contact for Adult Education. |
| 67 | Adult FTE characteristic | Addition | Added validation rules for the submission of FTE > 0. |
| 71-72 | Adult FTE Program Code | Clarification | Clarification of the validation checks for previous graduation status (warnings). |
| 75 | Advanced Accelerated Component | Removal & Addition | Removal of the Program Participation dependency and addition of new method used to identify Advanced Accelerated participants. |
| 87 | Attendance Component – Exiting Students | Removal & Addition | Removed warning and replaced with error when an eligible exiting student is reported without attendance data. |
| 87 | Attendance Component – Exiting Students between School Years | Clarification | Clarification of how to reporte the District Exit Date. |
| 88 | Attendance Component – Exempt Students | Removal, Addition & Clarification | Removal of the references to the retired Program Participation and addition of new methods used to identify participants in this programs; clarification of how students that exit during the summer are identified |
| 90 | Days Attended characteristic | Addition | Added new minimum and maximum values. |
| 92-93 | Total Possible Attendance characteristic | Clarification & Addition | Clarification of naming issue and spelling.<br>Added new minimum and maximum values.<br>Added new validation rule requiring a value greater than zero be reported with the District Exit Date is after the count date.<br>Added note about reporting students who exited over the summer. |
| 97 | Disciplinary Consequence Component – Reporting Expulsions | Addition | Added section discussing how to report students who are expelled. |
| 99 | Incident ID characteristic | Addition | Added note about the assignment and use of Incident ID codes. |

| Page(s) | Section | Type of Change | Details |
|---|---|---|---|
| 102 | Disciplinary Action characteristic | Addition | Additional information about how the system determines a student is a special education participant.<br><br>Added new rule requiring the record includes the corresponding Disciplinary Incident component when reporting an expulsion. |
| 109 | Follow Up characteristic | Removal | Removed requirement that only specific codes may be reported for special education students. |
| 113 | Disciplinary Incident Component – Assigning Incident Identification Codes | Addition | Added new section discussing how to assign and use Incident ID codes within your district.<br><br>Added rule requiring that the Date of Incident and Incident Type associated with any Incident ID code remain constant for the school year. |
| 114 | Disciplinary Incident Component – Reporting Multiple Incidents Per Student | Addition | Added new section discussing assigning multiple incidents to a student. |
| 116 | Incident ID characteristic | Addition | Added note about the assignment and use of Incident ID codes. |
| 119 | Date of Incident characteristic | Addition | Added validation rule. |
| 124 | Incident Type characteristic | Addition | Added validation rule. |
| 140 | School Facility Number characteristic | Addition | Added validation rule when submitted in a record that also contains the SNE component. |
| 146 | EC Program End Date characteristic | Addition | Added validation rule when Fiscal Entity is closed in EEM. |
| 153 | Early Childhood Delivery Schedule characteristic | Addition | Added new codes and associated validation rules. |
| 155-178 | NEW Early Childhood Special Education Assessment Component | Addition | This is a new component containing all new characteristics. |
| 179 | Entity Demographics Component | Addition | Added new characteristic to this component. (Ten/30-Day Rule moved from former FTE component) |
| 182 | Operating ISD/ESA Number characteristic | Removal | This characteristic is now required whenever the Entity Demographics component is submitted; removed the exceptions. |
| 184 | Operating District characteristic | Removal | This characteristic is now required whenever the Entity Demographics component is submitted; removed the exceptions. |
| 187 | School Facility Number characteristic | Removal & Addition | This characteristic is now required in all collections except Request for UIC or Early Roster. |

| Page(s) | Section | Type of Change | Details |
|---|---|---|---|
| 192 | Grade Or Setting characteristic | Addition | Added validation rules when reporting students with code "14" or "20". |
| 194 | Enrollment Date characteristic | Addition | Added note about the reporting of FTE.<br>Added validation rule when District Exit Status code "00" is reported. |
| 196 | District Exit Status characteristic | Removal & Addition | Added new code "00" and associated rules.<br>Added new rule that when submitting FTE > 0 the District Exit Status must be "19".<br>Removed reference to retired Program Participation code and added rules to identify a student as a special education participant.<br>Added new State Contact for adult education. |
| 204 | District Exit Date characteristic | Removal & Addition | Removed rule requiring District Exit Date to be after the count date when submitting FTE > 0.<br>Added rules associated with new District Exit Status code "00".<br>Added rules detailing when attendance data are required. |
| 207 | Date of Count characteristic | Addition | Added validation rule when submitted as part of a General Collection. |
| 211 | Student Residency characteristic | Clarification & Addition | Additional information about the use of code "10".<br>Added validation rule when total FTE submitted are > 0. |
| 214 | Ten/30-Day Rule characteristic | Addition | Added validation rule when total FTE submitted are > 0. |
| 225 | General Education FTE characteristic | Removal, Addition & Clarification | Removed rule requiring FTE = 0 when the District Enrollment Date is after the count date.<br>Removed rule requiring FTE = 0 when the District Exit Date is before the count date.<br>Added rule requiring FTE = 0 when the District Exit Status does not = "19".<br>Clarification about in which components FTE are reported. |

| Page(s) | Section | Type of Change | Details |
|---|---|---|---|
| 233 | Initial IEP Component | Removal, Addition & Clarification | Clarification of when this component should be reported.<br>Removal of reference to Program Participation component.<br>Date of Parental Consent is now a conditional characteristic in this component (previously was required). |
| 234 | Initial IEP Component – When Is This Component Required? | Addition | Added example of how to report a student who moves into your district from out-of-state with an IEP. |
| 235 | Initial IEP Component – Non-Public School or Homeschooled Students | Addition | Added a new section discussing how to use the new Results Of Initial IEP code for reporting non-public or homeschooled students who have declined services. |
| 238 | Date of Parental Consent characteristic | Addition | Added validation rule when code "22" is reported in Timeliness of Initial IEP. |
| 240-242 | Timeliness of Initial IEP characteristic | Addition | Added new code ("22") and associated rules. |
| 243-244 | Result of Initial IEP characteristic | Addition | Added new code ("3") and associated rules. |
| 245 | Days Beyond Timeline characteristic | Addition | Added code "22" to validation rule. |
| 248 | LEP Component | Removal | Removal of the Program Participation dependency. |
| 265 | Migrant Component | Removal | Removal of the Program Participation dependency. |
| 267 | Migrant Component | Addition | Added statement about a naming issue with two of the characteristics in this component. |
| 297 | Grade to Date characteristic | Addition | Added validation rules related to the Completion Status code reported. |
| 299 | Credits Granted characteristic | Addition | Added validation rules related to the Completion Status code reported.<br>Added validation rule when Grade to Date is reported. |

| Page(s) | Section | Type of Change | Details |
|---|---|---|---|
| 301-302 | Final Grade characteristic | Removal & Addition | Removed validation rule which required District Exit Status to contain a code other than "19" and replaced it with validation rule which requires the new characteristic Completion Status to contain a value other than "WE" or "OE" when Final Grade is reported.<br><br>Changed this characteristic from text to list of values and added associated rules for when each value may be used. |
| 303 | NEW Completion Status characteristic | Addition | This is a new characteristic. |
| 320 | Personal Curriculum Component | Removal & Addition | Removal of the Program Participation dependency.<br><br>Added validation rule with the Grade Or Setting characteristic, which was previously documented Program Participation. |
| 327-328 | Personal Demographics Component | Addition | Added new optional characteristic "Phone Number".<br><br>Added requirement related to the Special Education Child Count Collection. |
| 332 | Resident LEA Number characteristic | Addition | Added new way of identifying out-of-state resident. |
| 347 | NEW Phone Number | Addition | This is a new optional characteristic. |
| 349-350 | Program Participation Component – Dependencies | Removal & Addition | Removal of the Program Eligibility Participation codes "3310", "3330", "6840", "6301", "9330", "8000" and their associated dependencies.<br><br>Changed to validation to trigger a warning when code "6010" is submitted and the Title I TAS component is not included (was an error). |
| 352-355 | Program Eligibility Participation characteristic | Removal & Addition | Removal of the Program Eligibility Participation codes "3310", "3330", "6840", "6301", "9330", "8000" and their associated rules.<br><br>Added Program Eligibility Participation code "9229" and associated validation rules. |
| 357 | Request to Change PEPE Component | Removal | This component is no longer used. |
| 363 | Supplemental Nutrition Eligibility characteristic | Removal & Addition | Removed reference to retired Program Participation code and added rules to identify a student as an eligible migrant student. |

| Page(s) | Section | Type of Change | Details |
|---|---|---|---|
| 365-369 | Special Education component | Removal & Addition | Removed reference to retired Program Participation code and added rules to identify a student as a special education participant.<br><br>Addition of Section 52 FTE and Section 53 FTE characteristics to this component, along with their associated validation rules. |
| 369 | Special Education component – Reporting Data For Early Childhood/Pre-Kindergarten Students | Removal | Removed reference to MI-CIS and the "December 1 Submission". The Special Education Child Count will now occur through MSDS using the third Wednesday in November as the reference date. |
| 375 | Primary Disability characteristic | Removal & Addition | Removed references to retired Program Participation code and added rules to identify a student as a special education participant. |
| 379-380 | IEP Date characteristic | Addition | Added validation rules when Primary Disability is reported and related to the As of Date or Date of Count. |
| 385 | Support Services characteristic | Addition | Added validation rules when Primary Disability is reported. |
| 387 | Program Service Code characteristic | Removal & Addition | Removed references to retired Program Participation code and added rules to identify a student as a special education participant. |
| 389-395 | Primary Educational Setting characteristic | Removal & Addition | Removed reference to MI-CIS and the "December 1 Submission". The Special Education Child Count will now occur through MSDS using the third Wednesday in November as the reference date.<br><br>Removed references to retired Program Participation code and added rules to identify a student as a special education participant. |
| 398 | Special Education Exit Reason characteristic | Removal & Addition | Removed references to retired Program Participation code and added rules to identify a student as a special education participant. |
| 403 | Placed By Another District IEP characteristic | Addition | Added rule preventing this characteristic from being submitted when the student is not identified as a special education participant. |

| Page(s) | Section | Type of Change | Details |
|---|---|---|---|
| 405 | Section 52 FTE characteristic | Removal & Addition | Removed references to retired Program Participation code and added rules to identify a student as a special education participant.<br><br>Added rule that no FTE may be submitted for a student reported with code "20" in Grade Or Setting.<br><br>Removed rule requiring FTE = 0 when the District Enrollment Date is after the count date.<br><br>Removed rule requiring FTE = 0 when the District Exit Date is before the count date.<br><br>Added rule requiring FTE = 0 when the District Exit Status does not = "19".<br><br>Clarification about in which components FTE are reported. |
| 408 | Section 53 FTE characteristic | Removal & Addition | Removed references to retired Program Participation code and added rules to identify a student as a special education participant.<br><br>Removed rule requiring FTE = 0 when the District Enrollment Date is after the count date.<br><br>Removed rule requiring FTE = 0 when the District Exit Date is before the count date.<br><br>Added rule requiring FTE = 0 when the District Exit Status does not = "19".<br><br>Clarification about in which components FTE are reported. |
| 410 | Student Record Maintenance Component – What Date Should Be Used for The "As of Date"? | Removal & Addition | Removed reference to data correction. Data correction must be completed through the Student History.<br><br>Added rule about the range of dates that may be used. |
| 413 | As of Date characteristic | Addition | Added rule about the range of dates that may be used in this characteristic. |
| 417 | Submitting Entity Type Code | Addition | Added validation rules about which codes are valid for which collections. |
| 432 | NEW Appendix C: Michigan OSEP Summary Data Collection Form | Addition | This is a new appendix document. |
| 449-451 | NEW Table of Characteristics | Addition | This is a new reference tool. |

## 2010-2011 Version History

| Date | Version Number | Page(s) | Section | Type of Change | Details |
|---|---|---|---|---|---|
| 6/28/2010 | 1.0 | 45 | EOY General Collection | Clarification | Clarified the collection deadline. |
| 6/30/2010 | 1.0 | 197 | District Exit Status | Clarification | Added to the definition of code 08 to clarify when it is to be used. |
| 7/2/2010 | 1.0 | 350-351 | Program Participation | Clarification | Added information about how program participation is determined |
| 7/2/2010 | 1.0 | 310 | Last Name | Addition | Increased maximum length to 50 characters |
| 7/2/2010 | 1.0 | 311 | First Name | Addition | Increased maximum length to 50 characters |
| 7/2/2010 | 1.0 | 312 | Middle Name | Addition | Increased maximum length to 50 characters |
| 7/22/2010 | 1.0 | 348 | Phone | Removal and Addition | Changed characteristic from numeric to free-form text. Removed numeric requirements. Changed minimum length. Added preferred format. |
| 8/1/2010 | 1.0 | 413, 416 | Student Record Maintenance, As Of Date | Addition | Changed rule allowing date to be equal to or after the previous General Count Date. |
| 8/17/2010 | 1.0 | 329 | Personal Demographics | Addition and Removal | Added rule that Personal Demographics component is required in SRM and removed statement that it is optional. |
| 8/17/2010 | 1.0 | 245 | Initial IEP | Removal and Addition | Removed code "22" from one validation rule and moved to another. |
| 8/17/2010 | 1.0 | 261 | LEP | Addition | Added validation rule. |
| 8/17/2010 | 1.0 | 211 | Disciplinary Incident | Clarification | Added details to clarify how to use incident identifiers. |
| 9/3/2010 | 1.0 | 422 | Title I TAS | Addition and Removal | Added MEGS as the source for SWP and removed SID. |
| 9/3/2010 | 1.0 | 288 | Course Type | Addition and Removal | Changed code for "other" from "07" to "00" to match the spreadsheet & schema. |

| Date | Version Number | Page(s) | Section | Type of Change | Details |
|---|---|---|---|---|---|
| 9/8/2010 | 1.0 | 241 | Timeliness Of Initial IEP | Addition | Added rule requiring this characteristic when Result of Initial IEP or Days Beyond Timeline are submitted. |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |